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TEACHING

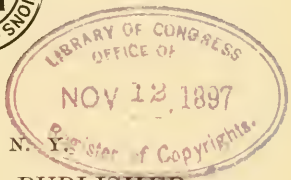
AS A BUSINESS

FOUR ADDRESSES

BY

C. W. BARDEEN

EDITOR OF THE SCHOOL BULLETIN



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Of these addresses, two were delivered before the New York State Teachers' Association, one before the National Educational Association, and one before the American Institute of Instruction. As the pamphlet editions of the first three printed at the time have been exhausted and there is still occasional demand for them, I have thought it might not be presumptuous to put the four together in more permanent form as illustrating a phase of teaching not commonly dwelt upon but of considerable importance.

Syracuse, N. Y., *Aug. 28, 1897.*

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THE TEACHER AS HE SHOULD BE

My earliest ideas of art are connected with a picture in the advertising columns of the weekly newspaper. It represented two men: one lean and lank and decrepit, walking about to save funeral expenses, and labelled "Before taking"; the other blooming with full vigor of manhood, and labelled "After taking". Dr. Andrews has shown you the teacher "before taking"; I am to show you the other one.

A careful compilation of the characteristics ascribed to the Ideal Teacher in previous addresses upon the subject shows that he must be affable, benignant, courteous, decorous, exact, fervent, genteel, humorous, immaculate, judicious, keen, lenient, modest, neat, orderly, prompt, quiet, robust, scholarly, tranquil, ubiquitous, vigilant, wary, 'xemplary, youthful, and zealous. My subject, therefore, naturally divides itself into twenty-seven heads: the twenty-six which I have mentioned—and which

I will omit; and a twenty-seventh, which is that he should be a Man.

For after all, that is about all there is of it. A person may have every one of these twenty-six characteristics and yet be a poor stick of a teacher. He may lack them all, and yet be the one great force for good in the lives of his pupils. During the war when things looked dark and Artemus Ward was discouraged, he spoke a little piece on specialties. He said John Adams's specialty was so-and-so, and Thomas Jefferson's was this, and Alexander Hamilton's was that; but George Washington's specialty consisted in not having any body at the present day resemble him to any alarming degree. It is this quality of pre-eminence,—of a personality which dominates and compels recognition, that marks the ideal teacher. He never deserves the name unless his pupils say of him reverently,

"He was a man, take him for all in all,
I shall not look upon his like again."

Suppose we apply the inductive method. Let us select four of the recognized great teachers of recent generations, and see what qualities they had in common.

There will be no dispute as to whose name should

head the list. With Thomas Arnold let us associate Edward Thring, Emma Willard, and Mark Hopkins. The eminence of these teachers is established. I suppose if there were a vacant position on the institute corps Judge Draper would consider any one of them an eligible candidate. Language can go no further.

But when we apply to them our twenty-six adjectives we are perplexed. For one thing, none of them were great scholars. Edward Thring and Mark Hopkins were not even bookish in their tastes, but read marvellously little for men of their station. As for professional reading, they never thought of it. Not one of the four could pass a teachers'-class examination in methods, as laid down in DeGraff's "School Room Guide".

Time will not permit me to analyze at length the characters of all of them ; but suppose we look for a moment at one who ranks well with the rest, and whose name is just now much mentioned in a neighboring city. We shall find that Emma Willard lacked a great many things that school commissioners deem essential to a first-grade certificate.

A teacher ought to have a "professional spirit". Had Mrs. Willard? No: when she began teaching

her sole object was to assist her husband in his pecuniary affairs, and she did not do a great amount of personal teaching after she got money enough together to hire others to do it.

A teacher should be absorbed in her work, most critics tell us. Was Mrs. Willard? She writes from Middlebury: "I go to school generally before nine and stay till one; come home, snatch my dinner, go again, and stay till almost sundown; come home and dress in a great hurry to go abroad; get home about ten, fatigued enough to go to bed, and lie till seven the next morning, with hardly time enough to mend my stockings."

A teacher ought to be free from vanity. Was Emma Willard? No: she was one of the vainest women that ever lived. She went to a museum in Paris. In her own words: "I told them I was connected with an establishment for female education, or in other words was a school-mistress; and I dare say I gave them to understand, though I cannot tell in exactly what form of words, that I thought I was a pretty good one, too."

Gen. Lafayette had enjoyed his reception by her young ladies, and paid her much attention in France. To her he was therefore not only the great

man of Europe, but in her own words "the acknowledged father of my country",—which shows what an oversight it was on Washington's part to die before he visited Troy. She made one of Gen. Lafayette's party to the opera, and as they went out the crowd made respectful passage for them. "I can scarcely describe my own feelings," she writes; "I was with him whom from my infancy I had venerated as the best of men; whom for a long period of my life I had never hoped even to see in this world. Now I read with him his noble history in the melting eyes of his ardent nation. And I saw that he was regarded as he is, the father of France —aye, and of America too. America! my own loved land! It was for her sake I was thus honored, and it was for me to feel her share in the common emotion. My spirit seemed to dilate, and for a moment, self-personified as the genius of my country, I enjoyed to the full his triumph, who is at once her father, and her adopted son."

She used to write letters to the great men of the time,—Webster, Clay, Benton, the presidents, and so on,—whether she knew them or not, and whether the letters were answered or not. She began a letter to Abraham Lincoln thus: "Dear sir: Pre-

suming I am known to you as a writer of my country's history, and having just heard that the great cares which weigh upon you begin to tell upon your physical health, I determined to write to you my high approval of your general course and leading measures."

We regret that, in the language of her biographer, he was too preoccupied to reply.

She was equally unlimited in her choice of topics. A gentleman was asked what was the specialty of a certain man of scientific pretensions. "In these days," was the careful reply, "a scientist's specialty must be very narrow. It must be not all natural history, but zoölogy; not all zoölogy but insects; not all insects, but diptera; not all diptera, but the flea, and so on. Now Mr. Blank's specialty is omniscience."

So it might be said of Mrs. Willard that her specialty was omniscience. She knew a good deal about female education but she was just as ready to pronounce authoritative opinions upon any other subject. During the war she published a pamphlet on the negro, pointing out that God had made him black so that his place as servant in the family should be unmistakably settled, all jealous heart-

burnings and vain expectations spared, and a permanent order in the household established. She strode into the medical field, and invented a theory of circulation and respiration that was solemnly endorsed in 1851 by this Association. Under this doctrine a consumptive in the last stages had only to throw open a window and inhale deep draughts of winter air, and all would be well—a simpler cure than Dr. Koch's and perhaps no shorter-lived.

I could occupy all my time telling of the foolish things Emma Willard did in her long and busy life. So I could pick a handful of pebbles from a fallow meadow, and show them to you as specimens of the soil. Emma Willard could afford to do foolish things; for she was a great woman, and in the light of her noble character and her inestimable services to her sex these defects sink into insignificance.

I am a hero-worshiper. I want to die long before I cease to believe, I do not say in goodness and in greatness, but in good men and great men. It is the curse of this generation that in the same breath we say of a scoundrel, "O well, I dare say the rest of us are just as bad if we were only found out;" and of a noble champion of God's truth,

"He knows on which side his bread is buttered." Coleridge said his Mephistopheles was to have made all things vain and nothing worth by a perpetual collation of the great with the little in the presence of the infinite. Of all that an evil spirit denies, we lose most as we are pervaded by his denial of distinction in the motives of human action.

But my hero-worship is not panegyric. If you tell me that Thomas Arnold had no faults, you do not raise my opinion of him, but you show me that you lack information and judgment. All men have faults, and great men are sure to have marked faults. It is a sign of a great man that he can afford to have faults, and of a clear mind to see the faults only in perspective.

Let me illustrate.

The great man in my own experience as a pupil, the only teacher out of the hundred I had who left in me a recognized uplifting of my whole nature through his personality, knew less about mathematics than I do about the next world; for I know that I know nothing about the next world, and he never found out that he knew nothing about algebra. I remember vividly a typical recitation. The class had stumbled over the proof that $a^0=1$. So he

went to the board to help us out. Chalk in hand he began bravely: "$a^0=$". A pause, a turn to the side of his shaggy locks: "$=a^0$". A further pause, and then below: "$a^0=$"; and then quickly: "$=a^0$. So you see $a^0=1$. Next." A whisk of the eraser, and he slunk back to his seat and went on with the lesson.

Now there is in combination every possible fault in a recitation. As an educated man he ought to have been able to demonstrate that $a^0=1$ anywhere and at any time. I could do it myself, though I haven't taught school in twenty years.

Then if he was going to teach algebra at all, he ought to have prepared his lesson. He might at least have committed the demonstration to memory.

In fact if you as a young commissioner were to judge him by that recitation you would not have granted him a third-grade certificate. You would have told him that the quicker he got out of the school-room and into some legitimate business for which he had reasonable adaptation, the better. And yet that man was head and shoulders the best teacher I ever had. He knew less than nothing about mathematics, but O what a Greek scholar he was! His boys went down to Yale fully abreast in

technicalities of Uncle Sam's Andover pets, and in critical appreciation way beyond them. It was an inspiration to recite to him in Homer. There we saw him at his best, for he loved the language and all the lines. Unconsciously he lavished upon us there the earnestness, the simplicity, the depth, and the richness of his character. No boy ever graduated under William Hutchison without a loftier ideal of what it was to be a man.

We never thought he was without faults, but what did we care for them? His algebra recitations were ridiculous; but think what a glorious old fellow he must have been that he could every day go through such fatuous performances and not a boy in the room think less of him.

Now understand me, I do not mean that a man is ever greater on account of his faults. Mr. Hutchison would have been a better teacher, and I should be to-day a better scholar if he had either mastered mathematics or refused to teach it. But that one weakness of his stood out against such a wealth of strength that it was simply funny to us from its incongruity.

I want to emphasize this, for it is the underlying point of this address. Teachers are judged too

much by characteristics, too little by character.

You come to me for a teacher, and I say, "Well, here is a capital man in most ways, but he lacks tact." Like a flash you reply, "That settles it; tact is indispensable."

Is it? That depends on the man. Thomas Arnold had no tact; Edward Thring abounded in the lack of it: so if all men had been of your mind England would have missed the two greatest teachers she ever knew.

In fact specification of non-essentials is the rock upon which many a school-board splits. A committee come to me and say: "We want a principal, both normal and college graduate; not less than 25 or more than 30 years old; rather tall, and weighing from 150 to 175 pounds; married, with an agreeable wife and two or three children; who has had experience in a school under the Regents, holds a State certificate by examination, and can show that in every school where he has taught he has increased the foreign attendance."

"And what will you pay?" I ask.

"Well if he just suits us, we will give him seven hundred and fifty dollars."

One is reminded of the dignified but seedy in-

dividual who entered a cheap restaurant, took off his gloves, hung his hat and overcoat upon the hooks, dusted the chair, brushed the crumbs from the table-cloth, and then addressed the waiter as follows:

"If you have just the right kind of oysters in just the right condition, please take half a pint of small ones (not too small you know), and strain the juice off of them carefully, leaving just a little juice on them; put them in a pan which has been scoured and dried, and then add a little butter (good, pure butter), and a little milk (not New York milk, but real cow's milk), and then place the pan over a coal-fire, being careful to keep the pan in motion so as not to let the oysters or milk burn; add a little juice if you choose, and then watch the pan closely so that the exact moment it comes to boil you can whip it off. At the same time have a deep dish warming near at hand, and when you see the first sign of boiling empty the pan into the dish. Do you think you can remember that?"

And the waiter, who had listened respectfully, called wearily down into the kitchen, "One stew!"

So the school board that goes so much into detail in prescribing qualifications will find in the end that it has secured one stick.

The worst of it is, trustees are often the most strenuous about the least important. A committee says :

" We want an intermediate teacher : normal graduate ; between 22 and 26 years old ; rather imposing in height ; dressing neatly but not showily, with preference for dark colors ; at least four years' experience, the last half in graded schools ; who can play the organ for marching, has read occasional papers at county associations, and attends the Free-Will Baptist church. Salary seven dollars a week."

" And if you can't get quite all these things ? "

" Well she *must* be a Free-Will Baptist."

You remember the perplexity of the boy who as he grew up was astonished to learn that our Saviour was born a Jew. He said he had always supposed God was a Presbyterian.

It is most exasperating when these narrow critics pride themselves on rejecting a teacher for some trivial defect. They have found that he is a noble christian man, of long and successful experience, and they cast him aside because in writing of punishment he spells corporal with an *e*. Now it is a fault not to spell well ; so far as it goes it counts

against a teacher, decidedly. But the woods are full of teachers

> Who never wrote a misspelled word
> Nor ever said a wise one.

It makes a difference whether the word is spelled correctly, but it makes more difference what the word is and what it means. Suppose I am on the point of purchasing Judge Hilton's park at Saratoga. By a reversal of conditions I have become wealthy and he—an editor. The place seems to suit me; he wants to sell and I want to buy. I drive out there and as I pass through the gate I see a cobble-stone lying in the middle of the roadway. "That's enough for me," I say; "turn around and drive back to the hotel. I don't want any country-place so poorly taken care of that the roadways are sprinkled with cobble-stones."

Ridiculous, isn't it? Well is it not just as ridiculous to reject a man finally and solely because he spells separate with three *e*'s? The road ought not to have cobble-stones in it, but will it not be better to drive around the rest of the place and see whether the cobble-stone is typical or exceptional? The teacher ought not to misspell separate, but will it not be better to look further and see

whether this blunder is characteristic, or whether it is an exception that proves the rule?

A few weeks ago I recommended to one of the best superintendents I know, a lady whom I pronounced exceptionally fitted to fill a responsible position. He liked what I said of her and what she said of herself in a letter of application; but in an accompanying page giving an outline of her experience, she had written:

"Born ——, June 21, 1862.

Graduated from ——, 1883.

Taught ——, 1883–1886," etc.

He showed me this sheet and said it astonished him to find a teacher generally well-educated who would end these statements with periods. They were parts of one sentence, and should have been separated by semicolons. In fact this seemed to him so unpardonable a blunder that though in his search for a teacher he passed through the village where she was employed, he would not stop to see her. Think of it! One of the noblest women that man ever left unmarried, with a record of unbroken and progressive success as a teacher: and he would not stop to see her because it was her judgment to use periods where it was his to use semicolons!

I remember years ago a story the principal told us of a classmate since risen to eminence; a teacher who in his early days was on the point of engagement where he lost the place in this way. The trustees had met to elect him, and were waiting for a ninth member to come that the vote might be unanimous. The clerk happened to remember that he had received a letter asking some trifling question of detail as to the household arrangements, in which the teacher explained in a bashful way that this interested him as he was about "*se nubere*". That finished him. The chairman smiled a superior smile as he remarked that a man who did not know enough of Latin customs and the Latin language to be aware that it was the bride who veiled herself and not the bridegroom, would not be needed as principal of ——— Academy. The superior smile spread, and a nincompoop who had sense enough to write in English was selected instead.

Now it was a bad blunder for this man to say he was about *se nubere;* it was a worse one to use a Latin expression, even bashfully, where Anglo-Saxon would have expressed the meaning better. But was this little slip sufficient reason for rejecting

a man whose general scholarship and teaching skill and executive ability were attested by ten years of marked success in like work? I am glad to say in this case the rejected candidate was employed by a less finical board of trustees in a neighboring academy, hitherto a feeble rival, but since then of such rapid growth that it has long overshadowed the other.

These men would not have rejected a 2:20 horse because one of his ears had been clipped a trifle, or a Holstein cow of big milking-record because her white belt was a little wider on the near side. But this pedantic chairman chuckled so conceitedly over this one little blunder he had chanced to detect, that he forgot all the evidence of exceptional ability, and in rejecting this man permitted his academy so effectually to veil itself that it has been wedded to obscurity ever since.

When Robert Bonner wanted a mate for Dexter, he offered a hundred thousand dollars for any horse that could equal Dexter's record. He cared nothing for details. The horse might have four white feet and a white nose (as indeed Dexter had), a docked tail, knock-knees, the blind-staggers if you will—still the money was ready. All

he asked for was a horse that could trot in 2:18.

School committees might well partake something of this spirit. See everything if you will: length of the hair, color of the neck-tie, quality of the cuffs,—I agree with you, it all counts. I respect the judgment of the Irishman who declined to vote for a candidate with a No. 6 hat and No. 12 shoes, if that was all the Irishman knew about him. But remember that sometimes a man's a man for a' that; and that when he has a record behind him there are other things to consider than whether he patronizes your tailor and attends your church.

O my friends, why not say, "Give me the most of a Man you can for the money." If he can turn your boys and girls into honest, earnest, scholarly, self-respecting, high-minded men and women, be he tall or short, young or old, graduate or no graduate, Baptist or Unitarian, Tammany Democrat or Prohibitionist, he is the man you want.

Here is the difficulty in applying to the selection of teachers the rules of the Civil Service. Those who heard the persuasive voice of George William Curtis at Philadelphia, last winter, might well have been allured for the moment into believing that it was the great need of our schools to be brought

under the operation of the Civil Service. But reflection shows that character, personality, individual influence can never be determined by question papers. It is legitmate to establish a minimum standard of qualification, as by our uniform examinations; but when you go further and say this man must be taken because he passed 98 per cent, and that man must be rejected because he passed $97\frac{4}{5}$ per cent, you go too far. As Superintendent Draper puts it, "The State has every right to say who shall not teach, but she has no right to say who shall teach."

Hence it is not altogether to be regretted that an application of Chancellor Curtis's principle should have occurred so soon and in his own university. The New York commission held that the two inspectors of academies,—officers in whom the requirement of scholarship was as nothing compared with those of experience, judgment, the respect and confidence of the academy principals,—should be appointed by competitive examination. You might as well pick out a wife by competitive examination. The action of the commission in this matter has put back civil service reform ten years, if indeed among thinking men it has not dealt it an irreparable blow.

"I say, Mac," asked a customer of an Ann street bookseller, "what is this edition de luxy I see publishers advertising of so many books?"

"An *edition de luxe?*" replied the bookseller cheerfully; "why you've seen a rabbit?"

"Yes."

"And you've seen a jackass?"

"Yes."

"Well, a jackass is an *edition de luxe* of a rabbit."

If the New York Civil Service Commission were to be judged by its action upon academy inspectors, it might well be called an *edition de luxe*—in continuous proportion.

All these small measures that you apply to ordinary men fail when you come to such a teacher as I am considering.

Take tact for instance. The youngest committeeman knows that tact is indispensable, and he does not draw a very definite distinction between tact and policy. The teacher must know how to get along smoothly. Boards of education like a teacher of whom they hear nothing. A principal like a stomach is perfect only when you are unconscious of him. He reports at the annual meeting that the teachers are excellent, the text-books are giving

entire satisfaction, there is no need of any apparatus, and the commissioner told him this was the best school in the country. So he is re-elected year after year: and if you ask any one in the village whether there is a school there, the reply will be, "Why, I suppose so; the bell rings every morning." To some people it is with the school as with the Indian—the only good school is a dead school.

You know this type of teacher: there is a great many of him. He is the man who is continually making his calling sure by making sure of his election—his next one. He is satisfied to have, like a geometrical point, position without magnitude.

Now what is tact, but yielding to the whims of others? The average teacher must have it, because without it he cannot get along at all. But the masterful teacher does not steer himself sinuously about the edges of other people's whims so as not to graze them: he teaches other people to keep their whims out of his way. The man of tact adapts himself to circumstances; the masterful man controls them. It is better to yield than to quarrel, but it is better yet to control.

It is a great blessing to come under the influence

of a masterful man. This age loses something of the mental fibre that characterizes pioneers, because it is less accustomed to grapple with difficulties. It has been calculated to the fraction of a per cent. what the average boy can do. His life gets set in a groove, and he anticipates only disaster if he should jump the rails and strike out into the fields.

But the masterful teacher shows him that the possibilities have not yet been surmised, and leads him to substitute for the confident "It can't be done," the hopeful "Let's give it a try." This is no age to sit by the side of the brook and wait for the water to run by. "Young man," Martin Anderson used to say, "*make* things come to pass." The power of the human will has too little recognition in education. It does remove mountains; mountains vanish before it.

Can you not sacrifice something in non-essentials to secure a man like this? The ideal is of course the iron hand in the velvet glove; but suppose you can't have both, which will you dispense with, the hand or the glove? The glove is smoother; but in this modern current of indolence, indifference, and conscious helplessness it takes a strong grip on the oar to turn your school up-stream and give your scholars a purpose to live for.

The teacher's morality, for instance, must be of the stalwart type. It is not enough that he be inoffensive; he must be aggressively honest and pure. No didactic lessons have such effect upon watchful pupils as the instinctive gesture of contempt in a pure-minded teacher when there is any manifestation of baseness; nor can they atone for the weakening of the pupil's moral fibre when the teacher makes light of dishonesty in examination, or shows enjoyment of a libidinous jest. Says the latest biographer of Thomas Arnold:

"The great peculiarity and charm of his nature seemed to lie in the regal supremacy of the moral and the spiritual element over his whole being and powers. His intellectual faculties were not such as to surpass those of many who were his contemporaries; in scholarship he occupied a subordinate place to several who filled situations like his; and he had not much of what is usually called tact in his dealings with either the juvenile or the adult mind. What gave him his power, and secured for him so deeply the respect and veneration of his pupils and acquaintances, was the intensely religious character of his whole life."

It is this positive element that is indispensable in

the ideal teacher. We want more of the Robert Browning estimate of men, not by what they refrain from, but by what they do. It is the Bible judgment. The man with the one talent whimpered that he didn't drink, he didn't smoke, he didn't swear, he didn't play billards, he never sat down to the table with his coat off or ate with his knife; but the great judge interrupted him: "What are the things you *have* done to make this world better?" And the man who hadn't done anything was done for.

I have said that Dr. Andrews's picture was of the teacher "before taking"; I might add that mine is of the teacher before being taken, and not altogether likely to be taken.

A while ago a man was praising his preceptress to me interminably, and to get to a period I summed it up for him. "In short," I said, "she is a royal woman."

"Royal!" he exclaimed, starting on a fresh tack, "royal! She is more than royal: she is empirical!"

He hadn't had the Regents' syllabus in etymology, but there are boards of education that, honest

Indian, would rather have for principal a quack than a king.

For what is a quack? Why, a quack is a man who makes up for ignorance of his subject by knowledge of his victim. He can't cure a man, but he can flatter him. The educational quack knows little about pedagogy, but he knows a good deal about making every member of the board in turn believe that he is the member who is running the school. And that member likes it.

For it is an unhappy fact that independence of thought and action is about the last thing a board of education looks for in a teacher. You know the cities of this State pretty well: tell me how many of them would employ a masterful man for superintendent—if they knew it. I doubt if the Republican caucus would have united on Judge Draper five years ago, if they had foreseen where he was going to land them. Educational officials want a man to carry out their ideas, not to originate ideas of his own.

Suppose we tried that in other professions. I go to a physician and say: "I want you to doctor my family, but you must come to me first to find out what is the matter with them and how to cure it.

You can mix and administer the doses, but I will prescribe them." He would be very likely to leave me to the tender mercies of Tutt's Pills.

Or suppose, again, I go to a lawyer and say: "I have a complicated case here that I want taken care of, but you must do it in my way. I will explain what the law is and how to apply it, but you can make out the papers and address the jury." He would be apt to remind me that the man who was his own lawyer had a fool for a client.

Or again, suppose I say to a clergyman: "We have decided to hire you as pastor, but you will understand that you must follow our dictation. We have here an elaborate printed course, giving you the subject of each sermon and prayer throughout the year, and the length of them, and should like to have the manuscripts submitted to us for revision on the Saturday before." He won't tell us he would see us in Gehenna first, but he will think our chances are good to get there.

Edward Thring wrote to a friend who asked advice:

"My view is simple. The skilled workman ought to be allowed uncontrolled management of the work. Governors ought to sanction his plan of

work originally, and see that the work up to a fair average is honestly done. But no work can flourish over a series of years which is exposed to interference from local amateurs in authority."

When the teacher is as he should be, that view of his office will be recognized and maintained.

TEACHING AS A BUSINESS FOR MEN

To the subject as assigned to me, I have taken the liberty to add the words "for Men": partly because as thus limited the subject is quite broad enough for a half-hour's discussion; and partly because, to make my point of view distinct, I desire to approach the question in the attitude of the young man just graduated, who has a natural inclination toward the work of a teacher, and is looking the field over to decide whether it will pay.

Let us suppose a case. Here is John Doe, freshly B. A., a young man of good health, high character, accurate scholarship, social culture, and tact,—shrewd, determined, persistent, enthusiastic,—in short, a man bound to stand in the higher ranks of any employment he may select. He comes to me for advice as to choosing a profession. He has been fortunate enough to recognize his indebtedness to one or two superior teachers, and he thinks he would like to send out a few young men every year

who would feel that way toward him. So without looking upon it as a matter of duty he is inclined to become a teacher; and he asks my advice as to whether it is from the worldly-wise point of view a desirable choice. The real question in my mind and in his is this: Ought teaching under present conditions to command the services of first-class young men?

"Well, John," I say, "tell me some of the advantages you think it holds out."

"Why, in the first place," he replies, "I suppose one is tolerably sure of a living."

"Ahem! possibly," I say. "That depends upon what one means by a living. If you mean existence, Yes. If you mean the leisure and the money to develop your possibilities on all sides; to surround yourself with the comforts and conveniences of modern civilization; to command the resources of literature, and the companionship of great men; to see and hear at will all that is noblest in nature and in art, that your standards may be the highest —decidedly No."

"But teachers get good salaries," he urges.

"Poor teachers do. Third-and fourth-rate men are overpaid in this business as nowhere else. But

first-rate men have no opportunities. Dr. Wickersham, of Pensylvania, has been looking up this matter, and he says there are only ten teachers and superintendents in that State who get $2,000 a year; that in Lancaster the superintendent of schools gets $1,500, and the overseer of the cotton-mill, $8,000; that he has known a lawyer to exact a fee greater than any teacher's earnings for five years, while a doctor may obtain in an hour a sum that most teachers cannot gather in a life-time."

The young man sighs. "I suppose that I shall have to be economical," he says, "but at least the teacher is a man of influence and social position."

"Indeed?" I reply. "That is not the usual opinion entertained even by teachers themselves. Here is part of an editorial from the *New England Journal of Education**:

"A teacher is respectable; but when you have said that you have stated all that the mass of people will allow concerning him. He is respectable in the same way that a good book is respectable; valuable for what it contains, but still an inanimate object, something that cannot enter into the active struggles of life, something to be taken down at

*xi.395.

pleasure, and at pleasure shelved; valuable chiefly in the fact that, though learned and wise, and, perhaps, witty, it must yet, on all occasions, keep perfectly still. * * * The world looks upon the school as the grown man would regard his swaddling clothes, and upon the teaching profession as a sort of colored mammy, a thing deserving affectionate treatment, and yet a silly old institution after all. 'How's school?' is the constant greeting to the teacher, and he is vain enough to imagine that there is some interest or sympathy in the question, and usually garrulous enough to run on with the tale of his petty troubles and triumphs, imagining that the smile of amusement or contempt worn by his auditors is one of sympathy and appreciation."

John looks gloomy. "At any rate," he says, "I shall be regarded as a professional man."

"You may be by district-school teachers who sign their letters 'Prof. Richard Roe'. But the leaders of the profession do not think so. The first point made by C. O. Thompson before the American Institute of Instruction in 1867, was this: 'There is no recognized profession of teaching;' G. Stanley Hall, in 1882, began his paper before the Department of Superintendence on chairs of pedagogy by

a reference to the brief chapter on snakes in Ireland; and in 1872 James H. Hoose, in a paper before the New York State Teachers' Association on the term Profession as applied to teaching, said that the science of teaching had no maxims, no customs and established usages, no positive subject-matter codified, no common theory of nature, no examinations or removals by the fraternity solely, no established rules of practice, no systematic code of principles, no bodies to supervise rules—in short, none of the bases upon which a profession is founded.

"Make a single application. Nothing is more distinctive of a profession than that its right is recognized to determine its own membership. Yet, who ever heard of a board of examiners composed of teachers? A bright woman wrote to the *Ohio Educational Monthly**:

"'I was examined in the great and glorious Commonwealth of Ohio for the first time about three years ago. The Board of Examiners consisted of a preacher, a doctor, and a lawyer. The following are some of the marks:

Grade, 1st class.	Orthography, 10.
Reading, 7.	Arithmetic, 9½.

Theory and practice of teaching, 10.

* xxx. 428.

"'I could not understand, neither can I yet fully comprehend, how I could teach ten when I could only read seven. It is hardly just to certify that a teacher is first-class when she can only cipher nine and a half. The Association said we must exalt our profession, and if we are first-class, let us be first-class all the way through. I do not consider teaching a profession. I regard it as a business,—not a very profitable one, but a very honorable one. It may be, if we should make the attempt, that we could exalt the business into a profession. If not, we might bring the professions down to our level. The doctor's certificate might be made to read:

Measles, 10.
Cholera, 3.
Typhoid fever, $6\frac{1}{2}$,
Theory and practice of medicine, $9\frac{1}{2}$.

"'We all know that there are good and bad lawyers, and we might grade them something like this:

Criminal Code, $7\frac{3}{4}$.
Real Estate, $3\frac{14}{15}$.
Divorce, 10.
Theory and practice of law, $9\frac{9}{10}$.

"'It would never do to assert that there are good preachers and bad preachers, but we may say there are a few poor preachers, and if any one is offended we can explain that poor means lean. Their license might be filled out:

Repentence, $6\frac{3}{4}$. Election, 8.
Conversion, $7\frac{3}{11}$. Theory and practice
Eternal punishment, 10. of religion, $5\frac{1}{2}$.

"'I forgot one important matter. These papers ought to be good for one year or two, according to the grades, and only in the county where issued.'"

And not even yet is John discouraged. "I may not get money or fame," he says bravely, compressing his lips; "I may not even command the respect due to a professional man. But at least I can give my life to making better men and women. I will study the problem of education, evolve my principles, apply them with fresh differentiation to every pupil, watch the development of the child that enters a primary room into the young man that goes out into the world better and truer and wiser and more useful because part of my heart and life have entered into him."

"You mean you would if you were permitted to, John. But you must remember that the principal of a school is hired by, and directed by, a board of education. In the first place, you have got to secure a position; and in interviewing a board of education with reference to your first engagement, you are not unlikely to encounter some unexpected

phenomena. When you are in you have got to keep in. Your engagement may be only during the pleasure of the board, and at the best is but for a year. A single member of the board whose interference you have resented or whose child you have slighted may defeat your re-election; and your system, which a first year can hardly have developed, not to say put into operation, must be thrown aside when you encounter the new problems of another school.

"Even if by an intelligent or indifferent board you are allowed to remain, you are hampered by restrictions that would be scouted by strictly professional men. Who directs a minister how he shall preach his sermon, a lawyer how he shall conduct his case, a physician how he shall compound his prescription? But a teacher works under a course of study and a scheme of regulations adopted by a board of education. He is to be at school twenty minutes before the hour, to stand in the entry during recess, to report all cases of discipline for approval, and to use text-books adopted without reference to his opinion by men ignorant of the very subject-matter. Gail Hamilton says that a member of the board of education in Washington objected to consulting

teachers regarding text-books on the ground that it was not dignified for employers to consult those they employed. How would you like to develop character under such supervision as that?"

"But surely you will admit," urges John, "that many noble men are teachers. How did they come to choose this business, if it was so unattractive?"

"They didn't choose it," I reply; "they chose something else to which teaching was to be a stepping-stone.

"'Where is there a man among us,' says the *Schoolmaster**, 'from superintendent down, who began to teach with the distinct purpose of making that a life-work? Find him and he will be one in a thousand. We have drifted into the business, and we have not drifted and cannot drift out of it.'"

"Truly, O Socrates," says John, it seemeth that I should consider further before I adopt a profession."

"O Alcibiades," I reply, "your head is level."

Fellow members of this Association, the truth is not to be spoken at all times, and at these meetings you do not always speak it, the whole of it. But the subject assigned me by our president calls for a

*ii.114.

practical, hard-headed statement of facts. Have I not presented the case fairly? Would you, with the exceptionally fortunate experience that has attended most of you, would you advise a young man of superior ability to become a teacher? Do you want your son to settle down to teaching as the work of his life?

I yield to no one in my appreciation of the joys of teaching. The happiest work I ever did was in the school-room. As I write, my eyes suffuse when I recall the class that graduated thirteen years ago at a village school a few miles north of here, and remember the loyalty, the trustworthiness, the confidence of those boys and girls who were rather companions than pupils. But my salary was proving insufficient, and an opportunity to engage in other business came to me just as I was chafing under restrictions upon my work, slight in themselves, but significant as showing by how indifferent a touch the board of education may topple down the foundations the teacher is building upon. And so, after six years' experience, I gave up teaching; and I have never regretted it. Indeed, I have wondered sometimes how a man with ability to succeed at anything else should continue to be a

teacher. Under its present conditions, the business of teaching deserves to command only third-class talent; and the fact that some of the men whom this Association assembles are by their own assent teachers might be looked upon as an interposition of Providence in behalf of our children.

These things ought not so to be; they are not always so to be: how long depends much upon how clearly we recognize the causes, and with what unity we strive to overcome them.

The usual appeal of the daily newspaper or the public orator is for *Higher Salaries*, as though a legislative enactment raising the compensation of teachers 50 per cent. would raise the quality of their work in the same proportion.

To experienced teachers, especially to those accustomed to read and to write upon this question, the fallacy of such an assumption need not be pointed out. There are at the present time hundreds of good teachers ready to be engaged and to do the best work of which they are capable at the salaries now paid; and they cannot get places because of methods of appointment, especially in cities, that give such places to persons whose chief recommendation is that they are unqualified to do anything else.

"Pat," said one Irishman to another, as they paused from ditch-digging to mop their brows, "Pat, what business would you like best if you had the choosing of it?"

"Why, for a nice, dacent, clane bit of worruk, I think I'd like to be a Bishop."

And so because teaching is to the incompetent a nice, dacent, clane bit of worruk, they are lifted into it by those who otherwise would have to support them. Raise salaries one-half without raising the standard of qualification, and not only do you fix more firmly than ever in place these relatives of the board and friends of local demagogues, but you turn the hungry eyes of politicians toward places not now considered fat enough to be worthy spoil, and displace some of the best of the teachers you already have.

"The wages paid by the community for teaching in our public schools," says the Hon. S. M. Clarke*, "are ample—are prodigal in some cases—to youth and inexperience. They are scant and inadequate to age and experience. But—save exceptionally—supply governs price. Since the public—the demand—is satisfied with youth as a teacher, and the sup-

* *The Schoolmaster*, Chicago, iii.125.

ply of youth for teaching is so abundant that every school board in the land is worried with an excess of applicants, that will inevitably fix teaching wage, and the level of it will be youth's wage. Men and women who give their lives to teaching must confront that grim and disheartening fact."

A project supplementary to arbitrary increase of salaries, is that of *Pensions* to retired teachers. Here there is among teachers some discussion †, though I should judge the weight of opinion was manifestly against them.

The objection just urged applies with even stronger force against this innovation, since the incompetent who have flocked after the places where they could get pay for very little work, will clutch after them the more greedily when there is attached to them the possibility of pay for no work at all.

But there is another consideration. Already the most discouraging feature of the profession is that the teacher is looked upon as an impractical man, useful enough to take care of boys and girls under rules established by lawyers, doctors, and businessmen, but unfitted for participation in any of the serious work of the community. I remember read-

† *Indiana School Journal*, xxvi.339.

ing of a schoolhouse dedication, where at the very close of the exercises, after the audience was wearied by speeches from butcher and baker and candlestick-maker, the chairman remarked benignly: "We desire that at this festival of rejoicing all classes of the community should be represented upon the platform, and *therefore* we will call upon the principal of the school for a few brief remarks." Indeed, a western normal school recently proposed to appoint as principal some thorough-going and successful business man, one of brains, but wholly free from pedagogical superstitions, who should introduce life and spirit and business methods into the school.

"Savans and donkeys to the rear," was Napoleon's order in Egypt.

For this conception of our calling we are much at fault. Listen, for instance, to this proposition by Adolph Douai *:

"The teacher ought to be a pensioner of the State; every care for his existence should be taken from off his mind. He should be spared every indignity of a dependent condition, every struggle for existence, in order to belong to his calling exclusively, and to embrace it with devotion."

* In *New England Journal of Education*, xii.228.

This is making teachers not merely babes but intellectual eunuchs. It is manhood in the teacher that commands respect, and that makes men of his scholars; and what sort of manhood is that which cannot contract its own bills and pay them and lay by something for a rainy day? The word "pension" suggests a physical cripple; but he is an intellectual hunchback who embraces a profession in youth with the hope that in old age he may be permitted to sun himself on the veranda of a State poorhouse.

I know that pensions are paid to retired judges, as well as to crippled soldiers; and when the occupation of teaching ranks with that of judges, and our salaries correspond with theirs, we may be able to receive without self-reproach what will then be a pension liberal in amount. The man who would not care to hold out his hat on a street-corner may accept with beaming satisfaction a "testimonial" from his fellow-citizens. But with salaries as they are and teachers as they are, the man who drew his pension would look like a beggar: and feel like one.

Without discussing the question of *Tenure of Office*, I would merely suggest that in this effort we are asking what the well-paid officers of corpora-

tions do not find necessary. The bank-teller and cashier hold office only for a year; and they are usually re-elected,—if they are still this side of the St. Lawrence. The insurance-president, the cotton-mill superintendent are subject to annual election; but it seldom worries them. The fact is, in all such positions the man knows that he is practically indispensable, and his confidence rests on that assurance.

Now why should not the teacher make himself indispensable in the same way? The answer is easy: the board of education does not know how to measure his work, as a board of directors knows how to measure the work of a bank-cashier or a cotton-mill superintendent.

For instance, perhaps no theory of education is more thoroughly established than Jacotot's of masterly inactivity. The teacher is most useful when he is seemingly most useless. The little boy who couldn't do his problems, and didn't see why he needed to learn because when he was a man he would be a teacher and make his scholars do 'em, hit upon a great educational principle.

But what would the average member of a board of education think of it? You know the story of

the petroliarch who hired a string-quartette for his daughter's reception. Passing by, he observed that one of the violinists was not playing.

"See here, mister," he said, "what's the matter with you? Why aren't you at it?"

"Why, sir, I have a sixteen bars' rest here."

"Rest? at three dollars a night? Not if I know it: you start that fiddle!"

So the average member of a board of education sits beside the teacher and sees a class come in listless and indifferent, sees them march back to their seats half an hour afterward brimming with life and enthusiasm, reflects that they are bright children if his boy happens to be among them, but declares the teacher has the easiest work he ever saw—nothing to do but sit still and listen. He never dreams—how should he?—that the life and enthusiasm these thirty scholars carry away have been drained out of the teacher as positively as his blood would be drained by a vein-opening. In reverent imitation of the great Master, the true teacher may say at the close of school, "Virtue has gone out of me." But it has gone out unobtrusively, perhaps unconsciously; and this quiet, observant, sympathetic teacher, who has poured out his heart's

life for his scholars, may be displaced by a brawling braggart who will make more impression because he makes more noise.

And this leads to what seems to me more important than raising of salaries, or establishment of pensions, or lengthened terms of service—and that is *Discrimination in Employment.*

"These, then," says President Eliot*, "are the three main features of a well-organized public school service: careful selection of teachers by examination and probation; ultimate appointment, without limitation of time; and a system of retiring annuities."

All I ask is that reforms be attempted in this order.

I can only hint at some of the immediate steps we might be taking.

(1) Teachers should discriminate among themselves and against themselves. I do not at this moment remember conversing with a teacher about a contemporary teacher superior to himself. It amuses one whose attention has been called to it to notice how inevitably inquiry about a fellow-teacher leads the speaker to comparisons favorable

* *New England Journal of Education*, xi.20.

to himself. The nightingale has a tolerably smooth voice, but somehow it lacks breadth.

Now there are lawyers who will admit that they have superiors at the bar. If Mr. Evarts were stricken with paralysis, not all the young attorneys in the country would jump upon the train and rush to New York to apply for his position. A good many of them would be aware that they could not fill the place.

(2) Teachers should be men among men, with nothing in their dress or their manner or their conversation to indicate that their functions are limited to the school-room.

I was urging one of the normal principals in this State to forward a certain matter before the Legislature, on the ground that he was so free from the external characteristics of the pedagogue that he could meet the members on a level, and not be considered an impractical visionary.

"Yes," he said, "I had evidence the other morning that I am not recognized at forty rods as a teacher. I had been riding three or four hours on the cars, and the limited accommodations at the Brackett House did not enable me to remove all the cinders. I sat down to be shaved, and the barber

began his orchestral accompaniment by inquiring where I had played the night before.

"'Played?' I repeated.

"'Why, yes,' he said; 'don't you belong to Cal Wagner's minstrel troupe?'"

There are men in the profession, who if they saw themselves as the public looks upon them would take it as a compliment to be mistaken for a nigger-minstrel.

(3) The difference in the results of good teaching and poor teaching should be proved and emphasized and illustrated. It is a common assumption that the cost of educating a child is the cost of his tuition; hence that if one teacher at $1,000 a year accomplishes half as much with fifty boys as another at $2,000, he is as cheap, and it becomes a mere question of the quantity one cares to purchase. But as a matter of fact the tuition is as subordinate an element in the public school as it is in the private school. The board and clothes and general care of the boy should be reckoned as part of the cost of his education; and when these are estimated it becomes a question of $16,000 as the cost of educating under one teacher, against $17,000 under the other, with twice the results.

"We think there is no exaggeration in saying," reported the Committee on Normal Schools to the New York Legislature*, "that a teacher who understands his business will accomplish more in a year than is accomplished in three years under untrained instruction." Suppose she is an intermediate teacher at $300 a year, with fifty children under her; and that a competent teacher could be secured for $500. Then estimating the home expenses of each child at $300 a year, the cost of securing the same amount of education is in the case of the incompetent teacher $45,900 as against $15,500 in the case of a superior teacher.

Nor is this the measure of the extravagance of hiring poor teachers. The old Greek musician charged double price to those who had taken lessons before coming to him—one half for correcting bad habits. It is questionable whether the bad habits formed under an incompetent teacher can be eradicated at any cost of time and money. Your scholars might better have been pupils of Mr. Wopsle's great aunt, "who kept a school in the village; that is to say," as Dickens puts it, "she was a ridiculous old woman of limited means and un-

* Report 1879, p. 41.

limited infirmity, who used to go to sleep from six to seven every evening in the society of youth who paid two pence per week each for the improving opportunity of seeing her do it."

Nor is it a question of mental loss alone.

Describing the effect of an incompetent teacher, the *National Teachers' Monthly** said some years ago:

"Ere long the unconscious parent is pained and startled by the intelligence that the child is no longer doing well. He is warned that he has been absent. The influence of evil associates, unperceived by the careless or stupid teacher, or neglected, has overpowered her influence, notwithstanding the immense advantage on her side, and truancy and other moral delinquencies ensue. The bright, gentle, confiding face which was entrusted you by the hopeful parent loses its innocent, cleanly look, and dirt and wile and sullenness overspread it. Correct deportment is despised, and good scholarship loses its attractions. He has entered an atmosphere where disobedience, insubordination, and rebellion are rampant, and the time and strength that should be devoted to unfolding the mysteries of knowledge

* ii.1.

are enlisted in a harsh and hopeless struggle to maintain an odious and barren discipline."

"A weed," says Emerson, "is a plant whose virtues have not yet been discovered." There are weeds in every school-room that the indifferent teacher neglects or casts into the highway, to become desperados and criminals. There are teachers who would recognize strength under the rudeness of such natures, and transform them by sympathy and culture into pillars of the school and of the State. Do you think the public could afford to make a hundred dollars difference in the salaries of two such teachers?

(4) There should be less development of elaborate systems, and more recognition of the personality of the teacher.

"Education is a dynamical, not a mechanical process," says Dr. Arnold, "and the more powerful and vigorous the mind of the teacher, the more clearly and readily he can grasp things, the better fitted he is to cultivate the mind of another."

"Few people realize the fact," says President Eliot, "that there can be no good teaching without a quick sympathy and perception in the teacher, and a strong personal influence going out from him."

Canning summarizes, when he says it is not the harness but the horses that draw the chariot.

"I do not care what you study," says Emerson, "I only care to know who is to be your teacher."

Says the *Century*, "The minister of public instruction who boasted that he could look at his watch and know just what question was being asked in every school of a given grade in France, was a good illustration of a system-worshiper."

Another writer has said: "A school committee hires a superintendent, and then thinks it can safely employ an inferior class of teachers, just as an inferior class of laborers may safely be employed for digging or sweeping if a smart overseer is hired to watch them. . . Now a gain in superintendence which is procured at the expense of a loss of direct teaching power is too dearly bought. The reason of this is contained in a self-evident proposition which all people admit on its bare statement, and yet too often lose sight of. A good school is not a grand building, or a nice set of furniture, or a series of text-books selected by a committee, or a programme of studies made up by the superintendent; and all these things put together, though each were the best of the kind, would not make a good school; for a good school is a man or a woman."

The system, however complete, can give only the general principles. The indispensable individual application to each pupil can be made only by the discriminating and sympathetic teacher.

The line between amateur and professional work may be drawn through just the point where the teacher recognizes that his study is not of the subject-matter but of the class.

John B. Gough was once asked if he did not find it wearisome to repeat the same anecdotes night after night. He replied that for the first two or three times he delivered it, he enjoyed his lecture. Then it became for a dozen nights common-place and tedious, and he dreaded to begin it. But by this time it was familiar to him and he began to turn his attention from the lecture itself to the audience as affected by it. This always proved an unflagging source of interest. As he approached a humorous or a pathetic climax he began to wonder whether it would be appreciated, and he learned to experiment upon expression and emphasis to see just what was surest to capture the particular audience before him. When this stage was reached he was sure of quite as much entertainment from the audience as they could get from him.

This is the attitude of the professional teacher. He does not complain languidly that he is tired of teaching arithmetic because he knows all about it. He may know all about addition of fractions, and what are on general principles the best methods of teaching it, but he does not know till he experiments just how addition of fractions will strike the mind of Tommy Jones. The recitation teaches him nothing new about fractions, but it teaches him a good deal about Tommy Jones.

Now that is a sort of study the system cannot provide for. "The teacher may adapt methods but should never adopt them." "The man who would translate a book out of one language into another must know both," and the teacher who would put ideas into a child's mind must know the mind as well as the ideas. "It is not by his own taste but by that of the fish, that a sportsman baits his hook," says Macaulay, and the teacher will present his subject not as would be clearest to himself, but as experience and observation shows him will be clearest to this particular pupil.

"To be able to find out the peculiar constitution of each child's mind," says Jean Paul Richter, "so as to bring what you would teach down to the level

of its understanding, and yet to make it work in such a way as to seize upon and comprehend the subject and reproduce it, this is teaching: and nothing else deserves the name."

Such considerations I would urge upon the public, in conversation, at associations,—and in those educational columns of local newspapers that principals should seek to secure and control. Especially would I avoid assuming at these associations any attitude that makes examinations less severe, position less dependent on results, simple incumbency more secure. By etymology, the sinecurist is long-lived, and if we wait for the lymphatic ins to die off, young and vigorous outs will stagnate for want of opportunity.

I do not quarrel with Life-Tenure, or even with Pensions, provided we can first be assured of what seems to me an indispensable pre-requisite to the beneficial working of either.—viz., that the work of superior teachers be recognized and secured. I do not ask that only competent teachers be hired:—in fifty years under the most favorable conditions we shall not have enough competent teachers for our schools. I do not ask even that the average teacher recognize the demands his work makes upon him, or try to meet them.

But I do ask that the teacher who is competent, who does recognize these demands, and who does meet them, shall no longer be compelled to contend for a position on equal terms with a beardless lad from college, or a sole support of a widowed mother, or a woodman-spare-that-tree old fossil whom the committee are too tender-hearted to turn out. There are a few men who love teaching, who were born to enlist the sympathy of children, and who devote their lives to study of a science of which the art is so delicate and the results are so momentous. Show these men the same recognition that is shown physicians and lawyers and clergymen, by asking, not What shall be the salary? but Where can we find the man?

To put it briefly, the fatal flaw in our status as a profession, is that the average school-board is a checker-board. In playing draughts the only important consideration is that the square be covered. If a man rolls to the floor out of reach, another will do as well, or a penny or a button will serve,—anything to show that the place is not empty. And so if a principal resigns, why, anybody will do that can sit in the chair without being put out by the big boys,—your cousin, my nephew, this graduate

who wants to earn money to pay his college-debts.

Now suppose we could convert our school-boards into chess-boards. When a knight falls to the carpet you do not replace him by a pawn, or a rook by a bishop; and you will make almost any sacrifice to retain your queen. One of these pawns may sometime be a queen, but not till by long probation and many steps of progress, she has won her position in the queen's row.

There should be a Queen's Row in teaching, and all the steps of progress toward it should be definite and certificated.

Then, and not till then, the Teacher's Business will become the Teacher's Profession.

THE TEACHER'S COMMERCIAL VALUE

One of those melancholy books written by an alleged humorist a few years ago, began like this:

"Some write books for fame; some write because their friends insist upon it; some because of a heaven-born instinct that must find utterance; some because mankind is thirsty for what they have to say. But I write for ducats. This book is published to make money out of."

The joke and the book fell flat; deservedly. The man meant to be funny; he simply showed himself stupid. He was blind to the universal instinct that whatever is artistic demands a motive above mere gain. The laborer may shovel for his dollar a day: but in proportion as intellect, purpose, ideal, enter into work, the necessity increases that the basis of effort be professional. And the essence of professional work is that however high or low be the price accepted for service, when the service is promised it is to be rendered with all zeal.

The brakeman who was reproved for pronouncing Canisteo indistinctly, and inquired indignantly if the passengers expected a fine tenor voice for ten shillings a day, spoke from the standpoint of the artisan who means that his work shall do justice to his employer; the artist means that his work shall be worthy of himself.

Unhappy the teacher that does not classify himself an artist. Miss Brackett well says:

"The teacher who is not willing, so long as she is an apprentice, to work with her whole soul for $300, will never reach $1,200. I care not if she understands two languages, or can calculate eclipses, or knows all the lists of all the kings and all the emperors from Confucius down. She may even have all the knowledge attainable: but without a reverence for the art of education, all her acquirements will be the broken pieces which she may hold in her hand while the 'beistigos band' is lacking. We do sadly need in many cases the reverence of the true artist for his work. We do sadly need teachers who are artists and not artisans*."

But there is a certain satisfaction in feeling that the quality of one's work is recognized and paid

* *American Journal of Education*, Oct., 1877.

for, and it is from this subordinate point of view that I ask you to consider some elements of the teacher's commercial value.

Character has commercial value.

And the first element of character I shall mention is Integrity. It is worth observing that this word, which properly means "wholeness", has been limited until it comes to mean trustworthiness in business transactions, the common sense of mankind thus formulating the conviction that of all deficiencies the most fatal is that a man's business word is not to be depended on.

Especially is this true of the teacher. The relations under which he meets the parents of his pupils are mostly those of business; the opinions of him formed by those parents will depend largely upon his promptness in payment. Now perhaps there is no other kind of contempt so bitter, so acrimonious, as that felt by a small tradesman who is embarrassed in his own payments by the delinquency of customers who seem to him entirely able to pay. To the grocer, the milkman, the shoemaker, the teacher's salary looks enormous; and if he lets his bills run, accumulates excuses, and finally seems likely to default altogether, these men become violent

in their expressions of indignation and contempt. I have known one of the best instructors in the State, holding a prominent position at a high salary, reduced to ask credit for a beefsteak under pretence of having left his pocket-book in his other trousers, and humiliated by having that credit contemptuously refused.

How are pupils to respect a teacher who has in the community a reputation like that? Their lips soon fall into the habitual curl of scorn that they have seen on their parents' lips whenever the teacher's name is mentioned.

But there is a reflex influence upon the teacher himself. The first demand society makes upon a man is that he pay his way; and the three-handed men find that the little behind-hand interferes seriously with the work of the other two. You know the story of the minister who used regularly on Saturday night to borrow a five-dollar bill of one of his deacons, and as regularly to return it on Monday morning. Having marked the bill lent, to be sure the one returned was identical, the deacon asked him why he kept borrowing this money he never used.

"Why, brother Brown," was the reply, "the fact

is I preach better when I am on a sound financial basis."

We all do our work better when we are on a sound financial basis. "Income one hundred pounds, expenses ninety-nine pounds, nineteen and six-pence," says Thackeray in effect, somewhere, "result, dignified happiness. Income one hundred pounds, expenses one hundred pounds and sixpence, result, a sneaking misery."

One of the normal principals in this State, told me once that he had been unable to lay up much money, but that when he began teaching he had made a rule from which he had never varied: so to limit his expenses, that when he drew his quarter's salary he had no bills to pay out of it,—he was always sure to be at least three months ahead. The man with even that much start has an advantage usually underestimated over his fellow that is living from hand to mouth, or is contracting bills he only hopes to pay. Is it Lowell who says that the consciousness of a well-fitting gown gives woman at church a serenity that piety cannot fully impart? What a well-fitting dress is to the woman, a well-filled pocket-book is to the man. He has no tradesmen to avoid, no duns to evade, no excuses to make, and,

always in the wake of duns and excuses, no transparent falsehoods to tell. He can look every man in the eye, can buy where he chooses, and can have what he wants because he has disciplined himself to want only what he can have.

To the teacher this attitude is especially important for this reason: his power with his trustees depends mainly upon his independence. If he is a superior teacher he can command a superior position, if not in this school in some other; so if the trustees propose to reduce his salary or to hamper him by unworthy restrictions, he has only to say to them: "Gentlemen, you evidently want a different kind of man, and my resignation gives you a chance to look him up."

But to find the right place may require waiting, some weeks, possibly some months, without employment and without salary. With all bills paid and money ahead this is easy enough, and is a good investment; but with the bills unpaid and borrowing possibilities exhausted, it is simply impossible. The trustees know this, and take advantage of it. The teacher knows it, and dares not insist upon what he might otherwise safely demand.

"Put money in thy purse," teacher, and keep it

there, some of it. You will never know what it is to be "*integer vitae*" till you are a quarter's salary ahead of all money obligations.

Emerson somewhere remarks with that practical common-sense so curiously allied in him with glimpses of the unfathomable, that if you want an over-due bill paid, you should not inform your debtor that you are in need of money: for when you do that you acknowledge yourself in his power, and that it is a favor you are begging instead of a right you are demanding. Years ago I taught the high-school in Meriden, Ct., rattling around in the shoes of Col. Homer B. Sprague, who had been elected to the Legislature to secure the re-establishment of the State Normal school. He drew his salary and paid half of it to me, and I shall never forget the impression that first payment made upon me. The treasurer of the board was, I think, a shoemaker, a small tradesman making perhaps a thousand dollars a year; and yet because it was through his hands the public money was paid he fairly patronized Col. Sprague, and someway the Colonel's manly form seemed to weazen under it. He had to have the money, and the shoemaker knew he had to have it, and gloated in that for the

moment he was put in the position of master of a man whose shoes he was unworthy to cobble. It is a position of dependence in which the teacher need not and should not stand. His salary should be brought to him, and he should accept it as the savings-bank accepts the interest on a mortgage. This he may insist upon, if he will put himself in position not to be dependent upon getting his salary on a specific day. The world respects a man with capital, and the teacher with his debts paid and money in his pocket *is* a man of capital.

Character involves Professional as well as Commercial Honor. A. R. Hope says sadly:

"We dominies so seldom have a good word to say of each other. This is a sad fact, but a fact, nevertheless, and the reason is clear enough. We are so accustomed to have our own way and hear our own tongues going, that we do not make good society for each other. I believe the same rule holds good with crowned heads and country parsons. If there were a dozen emperors of Abyssinia living and ruling within a convenient distance of one another, we should find them by no means peaceable neighbors; and in the same way, we dominies, so far as not bound over by Mrs. Grundy to keep the peace,

are given to sneer at the attainments and exertions of our brethren*."

When we not only sneer at our brethren but try to supplant them; when we decry and slander and underbid them in our attempt to secure their places for ourselves, we deserve to be pilloried for the contempt of mankind.

Character further involves scrupulous honor in the teacher's relations to his pupils. The best teachers are often tempted to unwise familiarity with their larger girls. We do not count as a teacher the man who could stain such a relation by an impure thought; but we have known serious difficulty to arise when the delight one feels in a bright, lovable pupil is allowed to drift into sentimental fondness. As Longfellow puts it:

> Came the preceptor, gazing idly round
> Now at the clouds, and now at the green grass,
> And all absorbed in reveries profound
> Of fair Almira in the upper class.

Children are quick to see and to report, even to misreport such weakness as this, and of a sudden the teacher's influence is sapped. "If a student convince you that you are wrong and he is right,"

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* *Book about Dominies.*

says Emerson, "acknowledge it cheerfully, and hug him."

That "him" should strictly preserve its gender.

Jean Paul well advises:

"Holily preserve childlike trust, without which there can be no education. Never forget that the little child looks up to you as to a lofty genius, an apostle full of revelations whom he trusts altogether more absolutely than his equals; and that the lie of an apostle destroys the whole moral world."

Prof. Andrews declares that high character is the source of all true *authority* in the teacher. "One of the Greek writers truly said: There is no culture from him who does not please. Popularity, indeed, often attends what is superficial and spurious. Catering to the lower impulses of the student may for a time secure favor; but sooner or later all worthy popularity comes to him who deserves it. It is but another name for authority. Without this the effort to impart knowledge will meet but a listless reception, and any attempt to influence character will be repelled. . . It is this personal authority which identifies the school and the teacher. Rugby was Arnold and Arnold was Rugby; while Union College, for half a century, was almost synonymous

with the name of Eliphalet Nott. The success of such a teacher rests not on a mere *ipse dixit.* It is not a moral compulsion that aims to break down the student's convictions. It creates, however, a presumption in a teacher's favor; it engenders a proper and healthful deference, without which there is no true culture*."

I got off the train once at a village where there were two schools, under two principals. Of two or three boys loafing near the station I asked after the first. As soon as they found out whom I meant,—"Old Tommy?" one of them said, "why he's out of town. Vacation."—"And is the other school closed?" "O no, you will find Mr. Brown there." It was not the "Old Tommy" and the "Mr. Brown" alone that showed me how different was the influence of the two men, but the very tone of the boy's voice changed. He referred to the first with a sneer, and drew down his face in speaking of the second as he would if he had been walking up to his desk on an errand. Character that manifests itself like that pays: it has commercial value.

Health has commercial value. "A nice person," says Sydney Smith, "looks clean and cheerful."

* *University Convocation*, 1878.

What a happy light a clean and cheerful teacher throws over the school-room.

Health involves earnestness and enthusiasm.

"Dr. Arnold's great power resided in this," says Dean Stanley, "that he gave such an intense earnestness to life. Every pupil was made to feel that there was a work for him to do—that his happiness as well as his duty lay in doing that work well. Hence an indescribable zest was communicated to the young man's feelings about life. . . Pupils of the most different natures were keenly stimulated. None felt that he was left out, or that because he was not endowed with large powers of mind there was no sphere open to him in the honorable pursuit of usefulness*."

"Enthusiasm!" cries Dr. Mears. "Not in thirty years' hearing has that world lost its charm to my ears. It speaks of youthful energy and glow and ideality; of the halo of fresh imagination cast about the common-places of life and work; of ardor and momentum sweeping down obstacles, and communicating itself as a rare magnetism in a wide circle of influence †."

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* Life of Thomas Arnold.

† *N. Y. State Association*, 1876.

"Enthusiasm," says Inspector Hughes of Toronto, "is well directed energy; not mere excitement, or assumed animation. Enthusiasm must spring from a genuine fervent desire for the accomplishment of an understood purpose. Enthusiasm in teaching must grow from a love for the work through acquaintance with the subjects to be taught, and a deep conviction of the great value of education in forming the characters and securing the success of his pupils. Some one says, 'Enthusiastic men are narrow.' Perhaps they are to a certain extent, but narrowing a man's energies to his legitimate work is the most essential foundation for his success.

"The teacher should widen his mental range, and concentrate his energies and his emotional nature. 'Enthusiasm is not a reckless zeal without knowledge; neither is it that overplus of feeling or action that overdoes the work but undoes the worker. But it does consist in the combination of a high appreciation of the importance of your work, and a hearty zeal in the accomplishment of that work. Fanaticism is zeal without knowledge; indifference is no zeal whatever; enthusiasm is zeal tempered by prudence, modified by knowledge. Indifference chills; enthusiasm warms and quickens. A teacher with-

out enthusiasm has no right to be a teacher. He cannot be one, in the truest and broadest sense, without it.' "

But how can there be enthusiasm without health? W. H. Lambert declares:

"Both experience and observation have taught me that teachers as a class are not careful of their health, and do not sufficiently value a good sound body as an element contributing to the largest professional success; that they too often forget that cheerfulness, courage, patience, temper, self-control, enthusiasm, and all the virtues which are constituents of the atmosphere of the child-garden, in which are to grow and be developed the human plants committed to their care, are the products, very largely, of their bodily health. . . Although teachers have more holidays, more and longer vacations, yet statistics show that no class of people so early break down under their work *."

He specifies, (1) they are too anxious, (2) take too little exercise, (3) work too many hours, (4) multiply details of school management, (5) are too constantly the pedagogue; and he adds:

"The greatest power the teacher can carry into

* *N. E. Journal of Education*, xiii. 267.

the school-room is a joyous, courageous, and enthusiastic disposition, the offspring of health. Biliousness is as catching as enthusiasm, and the teacher always becomes the pupil's barometer, by which the latter may foretell the condition of his own mental atmosphere. . . A cheerful school is always a successful one, and I hold that the success of a school is proportioned to the happiness of its pupils. Indeed, he who cannot teach a happy school has no right to teach at all. But how can a teacher be happy when a dyspeptic stomach is torturing him with its never-ceasing pangs; when a sluggish liver is throwing its saffron hues into his face; when the body is trembling under the thumpings of a flabby heart; and when the entire system is reduced under a nervous prostration?"

Few teachers appreciate the commercial value of *Neatness.* How often a man wonders why he applied in vain for a position, when he wore a frayed frock coat with greasy lappels, his hair frowsy, his boots unpolished, his visible linen made up of paper collars and cuffs soiled by a week's travelling. With all the testimonials in the world, such a man could not expect to be engaged by an intelligent board of education. The teacher is an example for

his pupils, and no precepts about tidiness could undo the effect of such a daily exhibition.

"It makes a difference in a man's prospects, whether he keeps his finger-nails clean," I said to a normal principal, the other day. "Yes," he replied emphatically, "and whether he keeps his toe-nails clean." He was right. A man applying for a position does not uncover his feet to prove that he is fond of water, but unconsciously he exhibits the general character of his personal habits by a hundred tokens that he can neither assume nor conceal.

Courtesy has a commercial value of which many teachers seem ignorant. "Politeness," says Sydney Smith, "is like an air-cushion; there may be nothing in it, but it eases the jolts of life wonderfully." Gideon F. Thayer tells us:

"Governor Everett, of Massachusetts, widely known as an accomplished gentleman, frequently visited a primary school in the city of Boston, when every pupil evinced by his deportment that he *felt* the influence of the governor's courteous manners, even before he spoke; and on one occasion a little pupil said to the teacher, after he had withdrawn, 'Miss Brown, I always feel just as if I must keep bowing, when that gentleman comes into school*.'"

* *Barnard's American Journal of Education*, ii.107.

There is but one safe basis of courtesy in the school-room, and that consists in a genuine *Love* for children. To quote again from W. H. Lambert:

"The man who never unbends, who never throws off his load of dignity, and who does not instinctively seek to indulge in playfulness and the unrestrained freedom of childhood, cannot be a healthy man. The kingdom of heaven comes to us in this world only when we are little children. Dr. Johnson on a frolic, Lord Chatham playing at marbles, and Walter Scott romping with his dogs, show us how such colossal minds unbend from their great tasks. . . Whoever has read Stanley's biography of that wonderful man, Dr. Arnold, has discovered that the secret of this great teacher's success consisted in his marvellous sympathy with boy-nature, arising from his abounding animal spirits. When, said he once to a friend, I cannot run up the library stairs three steps at once, I shall think it time to leave teaching *."

"What an amiable litter we have here in this kennel of mannerism!" says another writer; "black, snarling Asperity, red, yelping Dictatorialness, and yellow, open-jawed Monopoly. The vital question

* *New England Journal of Education*, xii.285.

for the teacher is, how he may protect himself against their too great annoyance, how get the mastery over them, how chain to the school-room floor this Cerberean brood. . .

"We doubtless have all smiled at the credulity of that old Spanish cavalier who explored trackless waters and ransacked pathless wildernesses to find a fount of water that would wash out the unsightlinesses of age, and in their places evoke the graces of eternal youth. . . The teacher stands constantly in the very midst of such a fountain, with innumerable jets disporting their aromatic, pellucid, effervescent waters on every hand; and most stupid indeed, aye, culpable is he, if he shall not extract from their sweet environment the elixir of perennial youth *."

In answer to a letter asking how his poetry was still as fresh as forty years ago, Longfellow answered that he knew a pear-tree two hundred years old that bore as sweet fruit as when it was young, and added, "I presume it is because the tree grows a little every year."

And this suggests whose fault it is that *Youth* has commercial value. As a rule the man commands a

* *Ohio Educational Monthly*, xxvi. 424.

new position most readily at thirty, the woman at twenty-five—ages at which in other professions their success would hardly have begun. It is because teachers so often lack sympathy with childhood, so often lose the progressiveness of growth in themselves, that this impression so generally exists as to the teacher's most valuable period of work. Rousseau says:

"The teacher of a child should be young, even as young as possible, consistent with his having attained necessary discretion and sagacity. I would have him be himself a child, that he might become the companion of his pupil, and gain his confidence by partaking of his amusements. There are not things in common enough between infancy and manhood to form a solid attachment at so great a distance. Children sometimes caress old men, but they never love them."

It depends on the life one leads whether there are things enough in common between himself and childhood to permit of companionship. Unhappy man, unworthy teacher, who at any age while his faculties remain has lost his power of loving and being loved by children.

Scholarship has commercial value.

In this State the present scale of salaries for men is dependent upon their education somewhat in the following degree.

The man just graduated at college with fair scholarship and unblemished character is tolerably sure of a $500 position, whatever his other characteristics. The demand for teachers at this price, where scholarship is the main consideration, is quite equal to the supply.

Beyond this, all depends on the man himself. If he is without experience, he will be ranked mainly by his personal appearance. If he is prompt, positive, persuasive, he can get a small village school at $800, and he may get $1,000 or more. If he has marked specialties he may get a department in some academy or small college, but usually at a salary $200 less than he would receive as principal.

If he has had successful experience, even in a district school, his lowest limit should be $800, and from that upward according to the character of his experience. Sometimes he does not get it, but that is only on account of undeveloped means of communication between schools and teachers. The demand is equal to the supply at these figures.

The fresh normal graduate of the classical course

stands quite on a level with the inexperienced college-graduate. I emphasize the classical department, because our village schools that pay $600 or more to a principal demand ability to teach Latin and often Greek. Most of them care little about having these languages taught, but they feel as if they were not getting their money's worth unless the principal can teach them if required. Hence the folly of the measure introduced into the legislature last winter, abolishing the study of Greek in the normal schools. It would simply close to normal graduates the doors of our best union schools, where at present the normal schools are doing more than anywhere else to justify themselves.

But though our normal graduates begin on a level with our collegians, they do not rise so fast with experience. Their practical limit, so far as their education helps them, apart from exceptional natural ability, is $1,000 a year. Schools that pay more than that want a college graduate. This fact a great many normal graduates after a little teaching recognize, and accordingly make the necessary sacrifices to secure a college course. This gives us, so far as training can do it, the best teachers we have, always in demand for superior schools.

An exceptional instance in reversed order was that of Prof. Burchard, editor of the *State Educational Journal* founded at Saratoga fourteen years ago. He was graduated from Yale College first, and then took a course in the Oswego Normal. But that was pedagogical enterprise too exceptional to last. Like the good little boys who die young, he soon gave up teaching and went into Colorado banking.

For experienced teachers capable of carrying through the entire course of Regents' advanced examinations, of managing a school without friction, and of manipulating a board of education without the board's finding it out, $1,000 is at present a low salary. Villages of more than a thousand inhabitants with a school under the Regents and doing well do not grumble at $1,200, and pay from that up to $1,700 or $1,800, as at Ilion and Waterville. City ward schools, outside New York and Brooklyn, pay usually $1,500, high schools $1,500 to $3,000, superintendencies $1,200 to $4,000. The limit of salary a teacher may expect to reach in New York is $2,000. He may happen upon one of the bigger places;—and he may pick up a diamond in Broadway: people sometimes drop them.

Of course many of these places, some of the best of them, are filled by men with neither normal nor college training, who were never graduated anywhere, but whose natural fitness and professional progressiveness have enabled them to keep abreast of those with greater educational advantages. But there is no such man who does not regret that he is not a graduate. He knows that his home-made armour has cost him dear, and that with all his labor it has fissures here and there that gape open at unhappy crises. If he had not the discrimination to recognize this, he would not have the discrimination to hold his place; and he is always the first to urge upon young men the commercial value of a broad and thorough education.

These general principles apply also to young women, so far as they mean to make teaching a life-work. Indeed, there is more definiteness of demand for certain training in women than in men teachers. There are many schools that make the rule absolute to employ as assistants in lower grades only normal graduates; and while a few boards of education have a prejudice against them, born of unhappy experience, in general it may be said that a normal diploma is recognized as the surest single proof of fitness.

But it is gradually becoming recognized that it makes quite a difference whether this diploma be from the English or from the classical department, not so much from the greater range of studies, as from the discipline gained by the extra year of training. It is an unhappy fact that many teachers hold a normal diploma who cannot spell correctly, who do not know the courtesies of correspondence, who have not yet obtained that most essential element of control of others—the mastery of themselves. My experience leads me to think there should be a distinction in nomenclature, so that the terms "normal graduate" and "normal diploma" shall not apply indiscriminately to a two-, a three-, or a four-years' course.

Within a few years the college-graduate has become an important factor in the selection of women teachers. Not only Vassar and Smith and Wellesley, but Cornell and Syracuse and Michigan University are sending out women-graduates to teach. These command a higher salary than normal graduates from the start, and seem likely to assume virtual control of the best positions. The demonstration is even more positive than in the case of men, that mental discipline is worth paying for;

and if it is obtained without sacrifice of health it affords a capital likely to pay a liberal dividend.

It is only within a few years that *Pedagogical Training* has begun to have a recognized commercial value. The fact that the normal graduate contends on terms so nearly equal with the college graduate of much broader scholarship shows that the normal schools are accomplishing what is much their most important work—the awakening of the public mind to the fact that teaching is an art the principles of which may be learned as the principles of other arts are learned.

The difficulty just now, as in all crude beginnings, is the conceit that comes from partial training. Grace C. Bibb says:

"It is charged that some of these representatives of normal schools carry into their work a certain dogmatic self assertion, sufficiently unpleasant when dignified by sound scholarship and thorough knowledge of pedagogics, but offensive to the last degree when sustained only by very moderate scientific or literary attainments and by no particular pedagogic skill. Perhaps no one agency has done so much to produce a feeling of antagonism towards our schools in the minds of people who have no other reason

for hostility than the assumption of this class of young persons, who are especially obnoxious to the veteran teacher and more mildly noxious to other sensible people everywhere*."

But so long as gold is valued for ornaments, it will be imitated by pinchbeck, and the pinchbeck will be the heavier and the showier. The worst effect of this conceit is that it shuts out further progress.

Take "Methods", for instance; teachers now-a-days speak of their Methods as a sort of stock in trade, that may be purchased by the dozen and laid away in packages. A few years ago it was the Oswego Methods. They were bound up in brown cloth and sold for fourteen shillings a set. Just now it is the Quincy Methods. They are done up in blue cloth, at a dollar and a half.

Well, methods are all right if they are understood to be simply a bridge from the mind of the teacher to the mind of the pupil, and if it is remembered that as the distances and the embankments vary, so must the bridges vary both in size and in pattern. The methods given in a book are simply suggestions of a few of the infinitely varying appli-

* *Education*, i.581.

cations of principles. Yet there are teachers who have purchased and memorized a few of these methods, and who think pedagogical wisdom will die with them. Nay, the most conceited are not the normal graduates or the teachers of a single book, but the "self-made" teachers who have such confidence in their creator that they have never needed either training or books. They have methods of their own as rigid as a soldier's leather stock, and so satisfactory to them that they have no desire to investigate others.

You have heard of the newly elected Congressman from a back district who was invited to his first fashionable dinner. He was unaccustomed to having his dinner at night, but he did not want to spoil his appetite and so went without his usual noon meal. The hour was eight o'clock, but it was nearly nine before they sat down, and he was famished.

What was his disgust to find the table practically empty. There were silver and flowers and elegant programmes with outlandish names, but not a scrap of anything to eat. He had heard of pinching your stomach to array your back, but this was carrying it a little too far.

At last, however, the waiter did bring him a plate of soup. Now he hated soup—wish-washy stuff: give him a good side of roast-beef for such an appetite as he had. But soup was all there was, and he had to make the best of it. So he swallowed it down, and as it didn't fill up much he called for another plate, and another, and another, wondering whether the rest of the guests lived on air.

At last, however, he had enough, and he folded up his napkin and began to push back his chair.

"And what do you think?" he afterwards told the story. "Darn me if they didn't fetch on fish, and game, and roast, and boiled, and all the gimcracks you could think on for more'n two hours: and there I sot chock full o' soup."

Go to a teachers' institute, and you may give these teachers the choicest results of modern educational science, and after the hour feel that your time has been thrown away; for there they've sot, chock full o' Methods.

I have named a few of the elements of a teacher's commercial value, and I fancy you are already asking whether if all these elements be united they will command the price.

Ah! my friends, it is with teachers as it is with diamonds. The rule is simple enough. A flawless diamond of a single carat is worth say $100; of two carats, $250; of three carats, $500, and so on—the value growing rapidly as the size increases. And these are not only values but prices. You may sell them in the hotel-corridor, at the jeweller's, at auction, and they will bring substantially these sums. But how about the Kohinoor, the Regent, the Princess? Intrinsically the same rule of increase more than holds good, but practically the commercial value cannot be named because the possible purchasers are so few. There are thousands ready to buy your one-, two-, three-carat diamonds, but only a queen or a nation has money to invest in a Kohinoor; so it must await a purchaser, and be rated at an approximation to its value. All that a man hath will he give for a stone like that, but all that most men have is not to be mentioned in connection with it.

So with teachers. Your eight-hundred dollar man may depend with considerable certainty upon an eight-hundred dollar place, the thousand-dollar places are frequent, and there are many schools that pay twelve, fifteen, eighteen hundred. At two

thousand, schools become scarce, at twenty-five hundred and three thousand one may wait for years before he finds his niche.

But who shall put a price on the work of William Hutchison, who died at Norwich, Conn., a few months since? Just twenty years ago he was principal of the academy at Groton, Mass., at a salary of $1,200. He had much sickness in his family, he could not live on that amount, and he asked the trustees to increase it. While they were assuring him, and believing it, that the funds of the institution would not permit an increase, a committee came up from the Norwich Free Academy, and offered him $4,000. Then the Groton trustees hastened to meet, and offered him $2,000 to stay. But their judgment of the value of his services was corrected too late. He had already made his engagement, and Lawrence Academy lost a chance it will never recover to rank among the first-class fitting-schools of New England.

William Hutchison was a Kohinoor; and Norwich got him, not because $4,000 measured his services, but because no other school was then ready to offer so large a salary to anybody. But mark how the Groton trustees changed their opinion of

what they could afford to pay him. The visit of the Norwich committee did not increase the value of his work, but it gave a new notion of its expression in decimal currency. He was the best principal the Groton school had ever known, far the best it was likely to find; but its ideas of salary were founded on a $1,200 basis. The unprecedented competition of a $4,000 school was an earthquake that by a single convulsion lifted the financial level of these trustees' estimates 66⅔ per cent.

Let us hope the level was maintained, and that such convulsions will be frequent.

There are signs of progress.

A month ago, a Long Island trustee wrote to me for a principal, and after he had finished the letter, added, as a sort of superfluous caution,—as who should say, "If it rains you had better bring an umbrella"—this postscript: "Of course he must hold either a Normal Diploma or a State Certificate."

Do you mind that? "*Of course*" he must hold either a Diploma or a State Certificate—in other words *of course* he must be a professional teacher: no amateurs or stepping-stoners need apply.

Now ten years ago who would have believed that possible? Thirteen years ago, Dr. Hoose stood

before this very Association, in this very place, and shook his mane, and roared that there were to the profession of teaching no science, no maxims, no code, no status, no prospects.

And in these years there has been such an advance in public sentiment that a little thousand-dollar school on Long Island calls for a professional teacher as confidently as a man at the restaurant calls for chops and tomato sauce.

I want to say a word for these State Certificates. However some of us may differ as to the wisdom and the justice of some acts of the late State superintendent, I think we shall all agree that he took an important step forward when he established this system of State examinations. I like to see a college-bred union school principal refer with pride to his certificate by examination. He has a right to be proud of it; and I tell you, my friends, the day is coming when he can't be principal of a union school without it. The influence of these examinations reaches every teacher in the State. I know personally, and you all know by experience or observation, how the ambition is spreading among teachers, old as well as young, to pass this examination. Why, I tried it once, myself. I went into it

rather patronizingly, if I remember aright, but before I was half-way through I was mighty glad I was on good terms with the examiners.

We are living in lively times, educationally. The contrast between the spirit of a dozen years ago and of to-day is amazing. The question was then asked with a sneer, "Who ever reads a book on education?" You may ask a long time now before you find a teacher who doesn't. Two or three years ago, to oblige Col. Parker, who lent a copy of the book and wrote a preface for it, a publisher I know reprinted Tate's "Philosophy of Education". He made only a thousand copies, and had not faith enough in the demand for such a book even to stereotype it. But he soon had to put it into type again, and he sold more than a thousand of them this last month of June alone, mostly in lots of a hundred to counties where it had been adopted as a "Reading Circle" book. Look at the editions of Payne and Fitch and Quick and Currie, written for English schools, but reprinted for our own because of the appetite suddenly developed for professional reading.

But Mr. President, I am in the position of the Irish steward who apologized for so long a letter because he had not time to write a shorter one.

When I engaged to appear on this occasion, I fully intended to have my paper written out on wide-lined sheets, tied with a blue ribbon, with quotations from the poets, and a lovely peroration. But during the last month or two my daily duties in unexpected pressure have taken the bit in their teeth, and I have had to do, as I once did with a four-year-colt—drop the reins, grab her mane, dig my feet into her ribs, hang on like grim death, and promise the Almighty all sorts of things if he got me to the bottom of the hill without breaking my neck.

I am at the bottom of the hill now, thanks to your forbearance; and though I might have presented what I had to say more gracefully and more completely, I think my main points would have been the same, however much time I had had: that Character pays; that Courtesy pays; that Scholarship pays; that Training pays; and that there is a good time coming for the teacher who combines these elements of Commercial Value.

FITTING TEACHERS TO PLACES

Doing business without advertising, somebody has said, is like winking at a pretty girl in the dark, —you know what you are doing, but nobody else does. Advertising is a systematic means of informing people who want something where they may get it. Before you cook a hare you must catch it. Before you fit teachers to places you must find them.

NEED OF ADVERTISING TEACHERS

This is not so easy as it looks, for teachers are not well advertised. The clergyman is advertised by his sermons, the physician by his patients, the lawyer by his cases; in each instance the work is to a large extent under the public eye and a matter of public discussion. But the teacher's work is done in the school-room, which few people visit, and few of those who visit know how to judge. The average community is best satisfied with the teacher, as with the stomach, when he does his work without attracting attention.

The history of famous teachers illustrates how other teachers might have become famous if they had been advertised. Cyrus Peirce was principal of the first normal school in the country only because Horace Mann happened to visit his little Cape Cod village; and Nicholas Tillinghast would never have been appointed at Bridgewater had his private school been elsewhere than in Boston.

SOME METHODS OF ADVERTISING

Teachers occasionally advertise themselves through the newspapers. The *Nation* now and then contains a description of a young man by himself, with announcement that those who are eager for his services may apply to such-and-such an address. I doubt if anybody ever got a place that way, partly because schools are not in the habit of looking in the advertising columns when they want a teacher, and partly because a teacher cannot in an advertisement of this sort tell modestly and at the same time effectively all that might be said of his qualifications. In England, where the system of certification is more complete, so that a teacher may be judged by the credentials he holds, the journals contain a good many such advertisements. In the London *Journal of Education* for

June there are four pages of advertisements of teachers and for teachers; thus:

"Wanted in September, post as non-resident assistant mistress in girls' school. Subjects English history, literature, geography, grammar, arithmetic, junior French, freehand drawing. Good disciplinarian. Several years experience in public school. South coast preferred."

"James Allen's girls' school, East Dulwich Grove, S. E., wanted in September second mistress, non-resident. Subjects English history and literature, good French, elementary mathematics. Must have degree of Tripos certificate; salary £140. Also junior form mistress: usual English subjects, elementary French and German; physiology; salary £100. Very good discipline and experience in management of large classes essential for both. Apply with full address and copy of testimonials to the head mistress not later than June 21."

But the number of these advertisements is much smaller than it used to be because the work is done so largely now by the various teachers' agencies, such as the Teachers' Guild of Great Britain and Ireland, the Scholastic and Transfer Agency, The Scholastic, Clerical, and Medical Association, Ltd., etc.

An expedient sometimes adopted is for a teacher to print a circular letter telling what a great man he is, and send that around to boards of education in general, hoping to strike upon some vacancy. I have known this to be tried a good many times but never knew of its being successful. I hold such a letter in my hand. It is as you see, four quarto pages long, and much of it is in nonpareil. I make some extracts.

"From 16 to 18 I was one of the very best students in an excellent public school. . . .

"I was very successful, more by reason of my natural gifts and ability as a teacher than because of my education. . . .

"As a teacher I have always been very successful in inspiring my pupils and in imparting information. . . .

"Personally I am well fitted to teach. I am a young man of mature years, tall, well-built, of excellent health, of pleasing appearance, personality, and address. . . . I am well-bred, member of one of the best families in Central New Jersey. I have always been popular; was class president, editor of the literary magazine," etc.

Now that man is not as you might think an idiot.

He is really a very good teacher, and he got this summer a place at $175 a month in a first-class high school. But he got it through a teachers' agency, and in asking him to make application the agency advised him not to send that letter. "Tell plainly and simply what you have done," it said, "and leave it to us to tell how you did it."

You all remember how suddenly and ingloriously the presidency in France of Monsieur Grévy came to an end. It was discovered that his son-in-law Wilson was selling decorations of the Legion of Honor. I happened to be in the city of Tours ten years ago when Monsieur Wilson came back to his constituents to be vindicated. The town hall was literally packed with an excited audience. Monsieur Wilson came forward to make the great effort of his life. His speech consisted of four words,—"As an honest man—" for he got no further. Such shouts of derision, such cries of "*A bas! à bas!*" arose, that his friends soon found it discreet to hustle him out of the hall by a back exit.

ADVERTISING THROUGH A TEACHERS' AGENCY

There are few occasions when it is desirable to say, "I am an honest man." There are no occasions when it is desirable to say, "I am a well-bred

and popular man." These are things that somebody else should say; and it is partly because a teachers' agency can say these things for a man when he cannot say them himself, can get recommendations that warrant it in saying these things for a man when he would not like to apply for them himself, that so many teachers find this the medium through which a modest man may best present his claims.

The time is past when it was thought humiliating to get a place through an agency. The majority of teachers holding high positions are or have been registered in agencies, including superintendents of large cities, the presidents and professors of influential colleges. With many of these men and women it is a matter of self-respect. No one gets a place without some help either from friends or from persons interested, and this always involves an obligation. For instance, next to the teachers' agency, the most potent influence in placing teachers is the text-book agent. He is usually a man of culture, of successful experience as a teacher, of good judgment, and is often consulted with benefit both by teachers and by school boards; but no teacher ever got a place through a book-agent with-

out feeling a more or less definite obligation to favor his books when opportunity offered. Self-respecting men and women would usually rather pay their obligation by a definite commission of five per cent, which ends the transaction, than by an indefinite obligation to reciprocate.

AGENCY WORK IN OTHER BUSINESS

The value of agency work in other kinds of business is recognized. Most real-estate in cities, for instance, is rented and bought through agencies. In October, 1889, I got into Paris at eight o'clock one Sunday night on a through train from Germany, with a family of six. The train was long and crowded and late. It would take some time to get our baggage through the custom house; so I left it in charge of my family while I went down to the hotel to make sure that the rooms I had telegraphed for were secured. I found the landlord too overworked and worn out to be even fairly apologetic that he had no rooms. I went into a large hotel near by and asked for quarters. The woman in charge took down a book, entered my name, and asked, "For when?"

"For to-night, of course," I replied; "my family are at the station."

"Either it pleases monsieur to be facetious, or he is ignorant how crowded the city is. In three weeks he might have the rooms,—certainly not before."

I hurried back to the station and inquired at the hotel opposite if any rooms were left. I was told that everything was taken except three servants' chambers. I secured these, and while I stood there a man rushed in and offered double price for them. It was perhaps just as well that my bed was hard, for it made it easy for me to lie awake all night studying the problem of how to take care of my family.

I solved it. After breakfast I paid the bill, left my luggage there, took my family to the Exposition grounds, made some necessary arrangements, and at noon left them sitting down to lunch.

I jumped on another omnibus, rode to the Place de la Concorde, stepped into the first real-estate agency under the Continental hotel, got a list of a dozen suites of furnished appartments in the right neighborhood and at a price I could afford, visited them all, picked out one, paid the rent for a month, paid to have an inventory taken, hired the silver and linen needed, hired a maid, ordered wood and

coal and the necessary groceries; and was back upon the Exposition grounds at four o'clock. At six my family sat down to dinner in its own home, and we had better accommodations for a month than we could have got at a hotel for four times the money. To do this so easily, so readily, and so surely was possible only through putting confidence in an honorable and capable real-estate agency.

EARLY HISTORY OF TEACHERS' AGENCIES

Long ago the necessity was recognized of some system of registration and ascertainment of qualifications by which fit teachers for important places could be found in some other way than by accident. In 1835 the American Association for the Supply of Teachers was established in Philadelphia, with Horace Binney for president and several influential friends of education among its officers. The constitution stated that, being impressed with the conviction that the common schools of our country are often inadequately supplied with competent teachers, the subscribers associated themselves to facilitate "the engagement of teachers of either sex qualified to take charge of schools and seminaries in their several grades, and also of children in private families."

It was proposed to do this by registering candidates and applications for teachers, and whenever the wishes of applicants corresponded putting them in communication. I have the circular of this Association for 1839, at which time John Ludlow, D.D., was president, and E. C. Wines one of the managers. It states that the Association had been in operation four years, during which period the extent of its action had been constantly increasing. Its first attempts were made as an experiment, and its correspondence and other daily business were gratuitously attended to by one of the members who acted as secretary. Its operations increased to such an extent as to require "the unremitting attention of a competent individual". It was determined to engage an efficient officer; and to defray the expenses it was deemed expedient by the managers that every teacher who was successful should give to the society $2\frac{1}{2}\%$ upon the amount of the first year's salary, while the schools and the families supplied should contribute the same amount.

I quote:

"Teachers applying for situations will state in their own handwriting:

"1. Place of education and present residence.

"2. Age.

"3. Whether married or single, and if married as to whether the gentleman and lady [this is the language of the modern department store] will engage in teaching.

"4. Whether the applicant has ever taught; where, and how long.

"5. The branches the applicant professes to teach.

"6. The situation desired, whether in an academy, school or private family; as principal or assistant.

"7. The location preferred, and within what limits the applicant would expect a situation.

"8. When and for how long the services of the applicant can be secured.

"9. What amount of compensation is expected by the year.

"10. Profession or previous employment of applicants.

"11. Miscellaneous remarks.

"12. It is indispensable that all applicants furnish *written testimonials* of their literary attainments and character."

This, it will be seen, covers very nearly the ground of the modern teacher's application blank;

while the fee is as now five per cent on the first year's salary, though now the entire fee is paid by the candidate and not half of it by the school. How long the Association lasted after its enforcement of a fee Barnard's *Journal of Education* (xv:280) is unable to state; but it ends its report of the Association by saying:

"There is a great want, which is still very systematically supplied by such an agency as that of Schermerhorn, Bancroft & Co.,—established in 1855, and styled the American School Institute."

In the mean time, however, other attempts had been made. *The Common School Journal*, New York's earliest school paper, printed the following in Oct., 1839:

"To teachers and schools: Teachers can be informed of vacant schools by applying at our office, and schools desiring teachers can always be supplied by applying as above. Schools should always state the wages, etc., they are able to offer."

In the *Teachers' Advocate*, another New York journal, there is on Dec. 24, 1847, an advertisement of the United States School Agency, established in New York by E. H. Wilcox. It charged institutions from $2 to $8 for furnishing teachers, and

would keep an academy supplied with all its teachers for $15 a year, or a college with all its professors for $25 a year. It charged teachers from $1 to $15 for getting places, and required teachers on registering to pay the fee, promising to return it if a position was not secured,—an ingenious project afterwards revived by C. H. Evans & Co., St. Louis, Mo. Mr. Wilcox proved to be an irresponsible man, for subsequently (iii:249) the editor was obliged to announce that Mr. Wilcox as agent for that journal had wrongfully sent out bills, and that in the future all dealings should be with the managers alone. From this time the advertisement disappeared.

The American School Institute however, proved a great success. At the time Mr. Schermerhorn's business became bankrupt through mining speculation and was sold at auction in 1876, some of his friends secured for him the books and name and business of the American Institute for the sum of $250, and it was continued by him, and after his death by his widow. At one time the income was said to be $20,000 a year. In plan it was based, like most of the modern teachers' agencies, upon this American Association for the Supply of Teachers founded in 1839.

INFORMATION VS. RECOMMENDATION AGENCIES

The main distinction among agencies is between the information and the recommendation agencies. The information agencies depend upon early notification of vacancies. They learn in all ways they can where a teacher is likely to be wanted, and then notify the teachers on their list who have anywhere near the requirements in the hope that some one of them may secure the place. Some of them attempt nothing more. One agency, established in 1881, announced:

"I offer to teachers desiring employment or change of location the readiest means for obtaining it. I have ample facilities for learning of vacancies in all parts of the United States, and by placing your interests in my hands you may obtain a desirable position. I send out reports of vacancies every few weeks. These reports contain a list of positions that have been reported to me as vacant and those that I have good reason to believe are vacant. When a member sees one or more vacancies that he wishes to apply for he writes me for the address of the number, which I give at once. He then applies for the place if he desires to secure it for himself. I charge an advance fee of one dollar. This must

accompany the application. I charge an additional fee of $25 when a position is secured."

So far as I know this business was not continued after the first year, from which I judge the scheme did not prove successful, though new attempts on this plan are occasionally advertised. At the present time there are at least three news-agencies in Chicago that offer daily reports of vacancies, made up from newspaper clippings, at the rate of ten cents a day.

The Assistant Masters' Association of London "supplies particulars of vacancies for Assistant Masters' notified to the Association by Head Masters, and of advertised vacancies collected from all sources." It charges members 62½ cts. and non-members $1.25 for "at least 20 suitable notices".*

The information agency usually, however, assumes to do more or less recommending; and it has a good many advantages. Take for instance my own State of New York. There are every year about one hundred changes of principals in schools paying from $1,000 to $1,500, and it may be predicted at the beginning of the year that most of the one hundred new places will be filled from a list of say

* Education, London, June 5, 1897.

two hundred men. If the information agency can secure either by registration, or by personal letters offering free registration, the names upon its lists of all these two hundred men, if it can learn of these vacancies beforehand, and if it can inform all these men of each vacancy before they learn of it elsewhere, it will earn a commission upon the entire one hundred places.

On the other hand suppose the recommendation agency has also all these two hundred men upon its list and is asked to fill every one of these one hundred places; suppose it recommends three men for each place, and suppose that, owing to its superior facilities for knowing the men and the schools and the relative wants of each, it really does select in each case the best three men for each place; yet out of all these one hundred places it may not fill a single one. Every board may choose some man on the agency list, not quite so close a fit as the three recommended, but still a very good man for the place.

In fact, it not infrequently happens that it is a disadvantage to an agency to have application made to it, because specifications are stated which are not afterwards insisted upon. Suppose a school writes

for a principal at $1,200, and says, "Give us the best man on your list who is married and can speak German fluently." The agency carefully selects three men with these qualifications, and learns a fortnight afterward that the board has elected a principal who is not married and knows nothing of German. The very fact that the board applied to it and made these specifications which it did not insist upon, prevents the agency from recommending the man afterwards elected.

One development of the information agency is especially deplorable. In their anxiety to get early information of vacancies some agencies offer five dollars to any one who gives them the first word of a vacancy they afterwards fill. This has led some city superintendents to accept five dollars for each teacher whom they place in their schools,—a form of bribery beneath contempt: and it has also led teachers to play the Paul Pry, seeking after knowledge of dissatisfaction, if possible magnifying it, and thus helping to create a vacancy in order that they may get paid for giving notice of it. Some enterprising teachers have even gone so far as to send in, without any knowledge concerning them, a list of fifty schools, on the general theory that out

of the fifty at least half-a-dozen will change principals anyway, and that if any one of these half-dozen places is filled by the agency it brings the informant five dollars. No matter that hundreds of teachers are led to write careful letters and send copied testimonials with photographs and return envelopes, no matter that boards are overwhelmed with applications for vacancies that do not exist; there is here a possibility of getting a few dollars and it is eagerly seized. I have no hesitation in saying that any agency which pays for this kind of work is for that reason alone unworthy of confidence.

THE BEST WAY TO SECURE TEACHERS

The work of the information agencies has put many school boards upon the defensive, so that when a vacancy can be anticipated the school board goes upon a still-hunt for a new teacher before the vacancy is made known. This is undoubtedly the best way of securing a teacher. The board can go to a recommendation agency, can look over the credentials of fifty candidates who would be eligible, can narrow the choice down to three or four, can send a representative to visit these three or four teachers in their own schools, can make engagement with the teacher whose work is most satisfactory,

and need never tell the others why they were visited. This is the highest work an agency can do, and the best development thus far of methods of securing teachers.

But the recommendation agencies still fail to give schools anything like the help they are capable of affording because they have not yet overcome some of the prejudices that a new enterprise is sure to encounter.

DO AGENCIES CHARGE EXCESSIVE COMMISSIONS?

For instance, it is felt by a good many teachers and boards of education that the commissions exacted are disproportionate to the service rendered. Not infrequently a candidate registers, proves to be precisely the man that has been wanted for a particular position, and is engaged within 24 hours at a salary of $2,000.

> When the devil was sick the devil a monk would be;
> When the devil got well the devil a monk was he!

When a man has suddenly lost his place and must get another he is willing to make almost any promise to secure it, and while the place is still in the future he thinks the $100 he is to pay for getting it a small amount; but when he has got it, he sometimes grudges giving up his salary for two

weeks to pay for work the manager did in five minutes.

It will be found, however, that even the largest and most successful agencies are not more highly paid than other business as well done. Agency work is like diamond-mining; for the hour in which a man finds a diamond he is extravagantly paid, but for the days he is hunting for diamonds without finding them his time must be charged up with the rest. Agencies have lucky strikes. A single call and half a day's work may bring $200 in commissions; but on the other hand the agency does thousands of dollars worth of work without return. The book-keeping and correspondence, and the time given to study and selection of candidates involve great outlay; a good many thousands of dollars must come back to any large agency before the actual running expenses for the year are met.

It is not strange that a business which seemingly requires no capital should prove attractive to many idle men and women, so that every year scores of agencies are started. But few of them survive. They take in some registration fees for a year or two, with here and there a commission; but they find that the field is pretty well occupied by agencies

already established and having sources of information and influence which no new agency can command, and they soon disappear. You may be sure that any recommendation agency which endures earns every dollar of its income.

DO AGENCIES MAKE TEACHERS UNEASY?

Another objection urged is that agencies tend to make teachers uneasy and thus promote unnecessary changes. This depends largely upon the agency. Just as there are pettifoggers who always advise prospective clients to go to law, for the sake of the fees, so there are agencies that try to make teachers discontented for the sake of placing them and their successors. But not all lawyers recommend litigation. The respectable counsellor-at-law in the majority of cases advises the client that, whatever his rights in the matter may be, he is not unlikely under our imperfect jury system to lose his case; while even if he wins it the game will not be worth the candle. So the better class of agencies counsel teachers who come to them with sole regard to the interest of the teachers themselves, almost never advising a teacher to give up a place until some other has been secured, and usually advising him to remain where he is giving satisfaction and his services are appreciated.

So when schools consult agencies, as they frequently do with reference to possible changes, the better agencies often advise the retention of teachers at present employed.

I know of a case where the principal of one of our best normal schools wrote to an agency that he was not satisfied with the work of one of his teachers, but was not sure he could better it; and unless he was certain of improvement he did not want her to know that she was even under criticism. The agency replied that this same lady was upon its list, and that if the principal had come to it for such a teacher without telling who he was, the agency would have recommended this lady as the best qualified for it. It gave the principal the names of three or four others likely to do the same work somewhere near as well, and advised him to call upon them, see their work in their own schools, consider the circumstances under which the work would be done in his normal school, and then judge for himself whether he was likely to profit by the change. The principal did so, became satisfied that his teacher was doing relatively better work than he had supposed, and still retains her. She does not know to this day that there was ever a thought

of replacing her, and no one of the three teachers on whom the principal called ever learned why he came to see them.

This was a case where the agency lost a $50 commission which it could have secured by giving different advice; but the purposes of the agencies that endure is not to get fees in isolated instances, but to build up a reputation for fair dealing and sound advice which makes it seem natural and proper for boards of education to consult them. And as the better class of lawyers discourage litigation, so the better class of agencies discourage changes, and recommend them only where there is manifest unfitness between the candidate and the place.

As to the candidates the agency itself places, their permanence is the corner-stone of its success. The proof that a square peg has been found for the square hole is that it stays. The agency's interest in a candidate does not end when it has got the commission. It watches his work; inquires about him; gives him encouragement, suggestion, warning sometimes; and feels that its own reputation is dependent somewhat upon his remaining. It has no greater pride than when the continued success of a teacher is applauded to say, "We put him there."

But do agencies never encourage changes? Yes, sometimes. When a teacher is imposed upon, the agency protects him. If a teacher worth fifteen dollars a week can get only eight dollars at home because the board counts upon her being afraid to give up her place, the agency says to her, Resign; the laborer is worthy of his hire and he can get it. When trustees surround a principal with such restrictions that he cannot work freely, the agency says, Resign; teaching is hard enough when conditions are favorable; do not chafe under an ill-fitting harness. The common-place, the incompetent, the fault-finding had better hang on to the places they happen to have: the agency has no use for them. But the man who has proved himself a real teacher need submit to no indignity; he may stand upon his manhood, assured that the agency will take care of him.

DO AGENCIES SUPPRESS THE FAULTS OF CANDIDATES?

Again it is urged that agencies tell only the good things about candidates, suppressing the faults that they have discovered. It may be replied in the first place that reputable agencies, even if they do not always speak of the faults of a candidate, always consider them in selecting the candidate for a par-

ticular place. If the candidate is weak in discipline, for instance, the agency will recommend him only where discipline is not an important feature; and again if the candidate is weak in scholarship and strong in executive management, it will place him where his work will be superintendency rather than teaching. Any agency of experience knows that it costs it more to place one teacher where he fails, than to lose a dozen places.

An agency would be willing to go further than this, and state what are the weak points of a candidate if it was properly sustained by boards of education; but as a matter of fact it cannot do this because its communications to the board are not always considered as they should be strictly confidential. Not infrequently the recommendation of the agency is bundled up with the recommendations sent by the candidate, and all are returned to the candidate together. Now the recommendation of the agency usually quotes from the replies from those to whom the candidate has referred, and these letters are sent under a special guarantee that their contents shall not be made known to the candidate, whether favorable or not. If then unfavorable criticisms made upon the candidate were quoted in

the letter of recommendation, and this letter of recommendation were returned to the candidate, the pledge of secrecy to those to whom the candidate referred would be broken.

But there is a consideration beyond this. It is not safe to mention to the average board of education the faults of a candidate. The board knows in a general way that all teachers must have faults, yet it seldom asks what the faults are or consider them in perspective if they are named. Take for instance a very common type of teacher, and a very useful one. Suppose an agency writes to a board of education that has applied for a teacher of the 8th grade:

Miss —— is a hustler, with all that the word implies. She is quick-tempered; rather coarse; full of life and energy; able to cope with boys on their own ground and get the best of them; not broad in general scholarship, but sound in the subjects she is called upon to teach; and the kind of woman that never fails. You would think to see her with her children at recess that she was a tomboy, but when the bell rings she is mistress of the school: and boys whom no other teacher has been able to manage would give Sir Walter Raleigh points by lying

down themselves in the mud for her to walk over them if she feared to get her feet wet."

Now that is a frank description of a superior 8th grade teacher in a rough school, yet there are almost no boards of education that would engage her if thus recommended. They would remember that she was coarse and quick-tempered; they would forget that she had the power of making boys swear by her. You may select her in your own mind for the school, with every point counting, but to get her into the school you must say:

"I take pleasure in recommending Miss ——. She is a lady of great energy and force of character, strong in discipline and always successful."

The more you go into detail beyond that the less likely you are to secure her a position, not because you do not want to be frank, but because your experience teaches you that it is not safe to be frank.

Have you ever tried recommending a teacher who was lame or deformed, and have you not been exasperated to find how deaf that single statement makes the employer to all you may say? One tells you coarsely that while he is hiring a teacher he thinks he might as well hire a whole one. Another remarks that in a school where the teacher limps

the scholars will all limp with the same leg. You tell him that you would be glad to have your boy limp if that unconscious physical imitation were a sign that he were imitating in his soul the sweetness that struggle and victory have impressed upon that teacher's countenance; but you tell him in vain.

DO AGENCIES RECOMMEND UNFIT CANDIDATES?

Another and perhaps the most frequent objection to agencies is the number of candidates they send, and the unfitness of them for the particular place.

Here is the broad distinction between the information and the recommendation agencies. Still it must be admitted that in this respect even the recommendation agency is under constant temptation. If it has just the teacher wanted at just the salary named, the work is simple; but every specification reduces the number of available candidates, so that few calls can be exactly met. A man comes to an agency and says, "I want a teacher."

"Very well," the manager replies, "I have 10,000 on my list."

"I want a man teacher."

"I have 5,000."

"I want a college graduate."

"I have 2,500."

"A graduate of a New England college."

"I have 400."

"He must have had experience as principal of a high school."

"I have 75."

"Able to speak French fluently."

"I have 4."

"A member of the Baptist church."

"I have one."

"Who can be had for $1,000 a year."

"I haven't any."

Now what is the manager to do; reply simply "I cannot meet your wants"; or come as near as he can to the demands? Naturally the latter, and the number of candidates will be greater in proportion as it is difficult to approach closely to the specifications. This approximation is sometimes extended to a very wide range. "Have you ever been abroad?" was asked of a woman; who replied hesitatingly, "Why, no, not exactly; but my mother had an aunt whose maiden name was French."

A physician returning from his morning calls found written on his slate:

"Please come to 13 Grape street at once; my wife has the small-pox."

The physician informed the board of health, and hurried to the house, armed with fumigants; but when he saw the patient he exclaimed to the husband:

"Why this is not small-pox; she has inflammatory rheumatism."

"I know that," he replied, "but I couldn't spell rheumatism."

Now small-pox is as near to inflammatory rheumatism as some teachers are to the requirements of the places for which they are recommended.

Just where to draw the line between teachers wholly unqualified and those who might possibly be considered is often, even for the careful and responsible agency, a difficult problem.

SPECIFICATION OF NON-ESSENTIALS

In fact, it may be said in general that the greatest obstacle to the entire success of agency work is specification of non-essentials. You have all seen the formidable blanks that various superintendents send out to be filled by prospective candidates. I hold in my hand one which I select as a specimen, not by any means because it is the longest or most minute, but because it has the curious characteristic of numerical percentages; something on the plan of John Phœnix, who thought our quantitative

adverbs too indefinite, and would have our novels read that on a 72 delightful evening in the 99 sparkling moonlight, a 67 tall and 93 handsome young man was walking with a 79 petite and 100 charming maiden, etc.

No..... Name..... Age.. Examined.....189...

NOTE.—Perfection is represented by 100, and deductions are to be made as provided under each head.

1. FIGURE.—Height....ft., ...inches. Weight.... pounds. ☞ Heights and weights should correspond as follows: 5 feet, 110; 5 feet 2, 120; 5 feet 4, 130; 5 feet 6, 140; 5 feet 8, 150. For every variation of 10 lbs. from this standard deduct 10. Deduct also as follows, filling out blanks when deduction is made: Round shoulders 50, ——; narrow shoulders 30, ——; pinched waist 99, ——; languid or slouchy walk, 50, ——; large hands (gloves above 7's) 20, ——; finger nails short to the quick 60, ——; large feet (shoes above 6's) 30, ——; too narrow shoes, run over at the sides, 70, ——; small heels in middle of the foot, 80, ——; general bony appearance, 40, ——. Extras. Add as follows: Natural erect seat, without using back of the chair, 40, ——; firm and graceful walk, 40, ——; small hands (gloves 5's or under), 10,....; hands white and plump, 25, ——; small feet (shoes 4's or under), 20, ——; general neatness and nattiness, 50, ——.	100
2. HAIR.—Deduct as follows: Bangs, 20, ...; frizzing of the bangs 30,—...; false hair (if perceptible), 70, ——; straggling behind, 20, ——; loose hairs on garments, each, 50, ——. Extras. Add for clear, clean parting, 50, ——; for notable smoothness and neatness, 50, ——.	100
3. EYES.—Deduct as follows; shortsightedness, 20, . ..; evasive glance, 40, ——. Extras. Add for heavy lids and eyebrows, 30, ——; notably clear, calm, straightforward glance, 100, ——.	100

4. Nose.—Deduct as follows: Roman, 20, ——; beaked, 60, ——; pug, 30, ——; turn-up, 70, ——; sharp-pointed, 70, ——.	100
5. Mouth. — Deduct as follows: If habitually open, 90, ——; excessively large, 20, ——; thin pinched lips, 40, ——; discontented, scornful expression, 80, ——.	100
Extras. Add for Cupid's bow, 20, ——; red lips, 20, ——; appearance of continually hovering on a smile, if not affected, 30, ——.	
6. Voice.—Deduct as follows: Loudness, 40. ——; high pitch, 60, ——; habit of confidentially whispering what should be said aloud, 80, ——.	100
7. Teeth.—Deduct as follows: Uncleanly, 90, ——; teeth visibly wanting, each, 10, ——; disposition to show them unnecessarily when handsome, 40, ——.	100
Extras. Add when white, even, complete, 100, *100*.	*100*
8. Chin.—Deduct as follows: Recessive, feeble, 80, ——; sharp-pointed, 30, ——.	100
9. Complexion.—Deduct as follows: Sallow, 20, ... ; dead, colorless white, 60, —— ; scrofulous blotches, 40, ——; any evidence of paint or powder, 90, ——.	100
10. Attire.—Deduct as follows: Unmatched colors, 50, ——; loud colors or figures, 40, ——; greasiness, especially about the neck, 80, ——; faded, especially under the armpits, 30, ——; soiled, especially collar and cuffs, 60, ——; tears or rips, if seen a second time, 50, ——; ragged edge, as to skirt of dress, 50, ——; general appearance of expensiveness without pleasant effect, 50, ——.	100
Extras. Add for simplicity when attractive, 80, ——; general appearance of getting pleasing result by care and good taste at little cost, 100, ...	
Total. Normal basis 100 on each of 10 points, or 1000; 600 required to pass. Balance,	.. ..
It is hereby certified that the candidate has passed.....	

....

Chairman Examining Committee.

There is a good deal of judgment in that schedule. The points made are generally sound, and the marking is as just as could be expected. But the

difficulty is that in its attention to details it forgets the main point. With all these extras a woman might stand 1765 on the basis of 1000, and yet not have the soul of an educated flea.

GREAT TEACHERS SELDOM FAULTLESS

Look back over your life as a pupil, call to mind the teacher who did most for you, and ask yourself whether that teacher would ever have been engaged under this schedule. I know a man the hairs on whose coat-collar alone would on this schedule carry him below zero to a point beyond where mercury freezes; and yet who was a great teacher,—a teacher who could pinch the maker of this schedule between his thumb and first finger and laugh at him as the king of Brobdingnag did at Gulliver.

You know I suppose some of the anecdotes about Prof. Sylvester, who died not long ago. He was the man, who walking by one of the markets of Baltimore, and suddenly hitting upon the solution of a mathematical problem, pulled a piece of crayon out of his pocket and began to cipher on the back flap of a buggy that was standing by the curb. The owner mounted the buggy and drove off, and Prof. Sylvester followed, still working at his problem. The horse began to trot, Prof. Sylvester still worked at his

problem, and he hung on to the buggy, still ciphering, until the pace of the horse became too much for him, and he was forced, somewhat indignantly, to let go.

His wife had learned that he needed close looking after. One day he purchased a new pair of trousers without her knowledge. She went into his room about nine o'clock the next morning, found his old pair hanging over the back of a chair, seized them in consternation, pulled on her hat, and at the top of her speed rushed with them on her arm for the university building. Entering she met one of the professors and inquired breathlessly:

"Oh, Dr. Runkle, have you seen my husband?"

"Why, yes," he replied, "I just passed him at the door of his classroom."

"And did he have on ——?"

"Why certainly."

"Thank heaven!" and she sank upon a bench exhausted.

Now suppose, and it is well within the range of possibility, Prof. Sylvester had presented himself without his trousers to this committee-man, how would this committee-man have marked him? And yet, in the perspective of eternity, which

measures men by what they accomplish, Prof. Sylvester's shadow will obscure a million such dainty committee-men.

THE ESSENTIALNESS OF DYNAMIC FORCE

The great fault in the selection of teachers to-day is failure to recognize the essentialness of dynamic force. What we want in the school-room is more positive elements. If you buy a horse your first question is not how he is shod or groomed, but, Can he go? That is what you buy a horse for. And so when you hire a teacher, all these inquiries about whether he has a pug nose, or wears a red necktie, are subordinate to the great question, Can he teach? Can he give our boys the vigor, the force, the manliness, that will make them get somewhere?

Do you never realize that if you put into your school-room a woman who drags one foot after the other as though the day's task were an imposition too hard for her, you are lowering the vitality of every child in the room? What you want to consider before scholarship, before normal training, before experience, and even before good manners, is the spirit, the vigor, the sound character, the bright and cheerful views of life, that make a woman like a ray of sunshine in the school-room. First a

woman, then a lady, then as much more as you can get; but while you are marking how short her finger nails are cut, and whether her gown is faded under the arm-pits, you lose sight of the one thing which determines whether she is fit to be put over your children.

THE AGENCY A STOREHOUSE OF INFORMATION

When this basis of selection is insisted upon the importance of the teachers' agency will be more generally recognized. A long-established agency becomes the store-house of an immense amount of knowledge about teachers. There are the registration blanks from year to year, the replies from references, the conversations about them held with neighboring teachers, and the various ways in which they reveal themselves in their own correspondence and in interviews, until in the field that it covers an agency knows all teachers of prominence to an extent that would not be possible except with the facilities offered and the care and labor bestowed. I cannot in this place dwell upon the wholly unworthy men and sometimes the wholly unworthy women, who are still teachers because school boards continue to engage them upon first impressions without looking into their records. There are

at this time in the State prisons of New York three men who were simultaneously principals of large union schools in the State, and there are in other States teachers who would be in State prison if their crimes were detected.

SQUARE PEGS IN SQUARE HOLES

But apart from this very serious consideration, for some of these men have left trails of iniquity behind them that generations will not wipe out, there are personal peculiarities of men and women with which an agency becomes acquainted and which render them especially fitted or especially unfitted for certain places. A thoroughbred would never be successful before the plow, nor a cart-horse upon a race-track. There are thoroughbreds and there are cart-horses among teachers, and there are places for both. Only a broad and intimate knowledge not only of the teacher but also of the school will enable an agency to determine where the fit is closest.

For instance, there are differences in the management of schools which make them require entirely different teachers. In general it may be said that schools as regards assistants are under three kinds of control.

There are schools, not so many of them as could be desired but still a good many, where teachers and pupils have so long worked together in harmony and good fellowship that the new teacher need only be an accurate scholar with the manners of a lady, to find herself at once at home, with little other care than to prepare her lessons carefully and to fit them to the individual pupils of her class.

In another kind of school each teacher is held entirely responsible for her own class. She must take the pupils as they come to her, no matter what the discipline has been in the other rooms, and manage them in her own way without calling upon the principal for help.

There are still other schools, and schools under principals in some ways strong teachers, where it would almost seem as if the principal took delight in making difficulties for the teacher,—as if it gratified him to give her such classes or to surround her teaching with such conditions that necessarily the best of her care must be given to the discipline.

Now suppose there comes to an agency a young woman just out of college who has known from her babyhood only the refinements of life, whose path has always been made easy for her, who has hardly

heard a harsh word, and who if a principal should speak to her with his hat on would flush as if she had been slapped in the face. Suppose such a teacher is sent to a school where the principal is rugged, uncouth, unsympathetic, strong in his way, but accustomed to use his hands as fists. Such a teacher will wilt under him like a lily in a hail-storm.

THE QUESTION OF DISCIPLINE

Take for instance the question of discipline. This is the young teacher's great test. Her first term usually determines whether or not she will rank among the successful. Now discipline is almost entirely a matter of the point of view. Schools are like horses. If a horse finds himself mounted by a man whose knees take tight grip, and whose hands holds the reins lightly but firmly, after a prance or two to assure itself there is no mistake, it is satisfied that its rider is able to take care of it under all emergencies and it trusts itself to him; but if the rider has to get near a horse-block to mount, wobbles about after he gets on, yanks at the reins, grasps the pommel of the saddle, and acts as if he expected to be thrown over the horses head, the nag is a sorry beast if it disappoints him.

Schools like horses enjoy an acknowledged master, but they want to be sure he is the master. When a young man first enters the school-room it is necessarily for him something of an experiment. A wise superintendent will give him a hint or two beforehand, will keep an eye upon his work for the first few days, will give a suggestion here and there; and if there is really anything in him will soon make him feel so much at home that the experimental feature disappears. The consciousness comes to him that he is master, and he can concentrate his attention upon how he shall exert the authority that is no longer questioned.

If I may transgress upon the seriousness of the occasion I should like to tell a little story, for three reasons: because it is true; because it illustrates what I am saying; and because it is a joke upon one of the former presidents of this Institute.

When I was a good deal younger and doing some teaching myself, it came to my knowledge that Isaac N. Carleton had said some pleasant things of me to a high school committee looking for a principal, and that he had recommended me as especially successful in discipline. I want to tell you how he came to do it.

When Mr. Carleton was principal of the New Britain normal school, a teacher of sciences was wanted for the spring term, and I was invited to go up there. The work was principally to teach chemistry, but the place carried with it the title of vice-principal. This was of little consequence, as Mr. Carleton managed the school, and as in fact discipline was little in evidence; I never knew a school where teachers and pupils all worked together in more perfect harmony.

But one day Mr. Carleton called me into his office and said, "Mr. Bardeen, I am going away for four or five days."

I said, "Yes, sir."

He said "As you are vice-principal I shall leave the school in your charge".

I said, "Yes, sir."

He said "I believe everything is all right, except one possibility. Three girls," and he named them, "have asked permission to go to a party at Mr. Smith's on Monday night. I have refused it, but I have some reason to think that they intend to go. I want you to find out whether they go or not, and if they go to discipline them."

I said, "Yes, sir."

Well, I just hoped those girls wouldn't go. They were women-grown, and to me, barely out of college, that particular embodiment of humanity was still formidable. But they went, and Tuesday was a troublesome day for me. I heard my classes mechanically with this problem in the background—what am I going to do with those girls? I spent the afternoon getting ready my experiments for the next day, and acids and alkalis and retorts were all questioned in vain as to what I should do with those girls. Finally the 4 o'clock bell rang for prayers and I went in to conduct them; still I did not know what to do with those girls. I read the longest chapter I could turn to, but I did not find anything in it as to what to do with those girls. I picked out the longest hymn and had every stanza sung, but still I did not know what to do with those girls. When the singing stopped there was only the Lord's prayer between me and those girls. It was customary for the principal to lead and the students to join in. I started it, still my thought on those girls; but when I got to "Give us this day our daily bread", to my dismay I could not remember what came next. My mind had so wandered that I had lost the connection, and a most painful pause

followed. Now, I could be cool enough to go back mentally to the beginning and let the momentum carry me over the hummock; but then I was too embarrassed to do that, and it seemed half an hour that the school waited. Finally I reflected that the students knew the prayer if I did not, and that the moment they heard my voice they would continue it; so I murmured in an indistinct tone, "Thine earthly sabbath, Lord, we love," and the school went on, "Forgive us our trespasses as we forgive those who trespass against us."

All this did not prepare me any better to deal with those girls; but I said in my severest tone that Miss so, and Miss so, and Miss so, would retire to the principal's room. Two or three students came up to the desk to ask questions as they passed out, and I detained them as long as I could; but finally the room was vacant and I had to face those girls. I went in with my heart in my heels, but to my astonishment they were in tears. I straightened up. One of them said:

"Mr. Bardeen, can you ever forgive us? We felt guilty all the time we were doing it. Everybody in the school has been so kind to us that it was a shame to be anything but obedient. If Mr. Carleton had

stayed we should not have thought of going. Somehow when he went away we felt mischievous, and rather wanted to see what you would do with us. But you have been so sad and solemn all day that we just hated ourselves, and when in the Lord's prayer you made that impressive pause before 'Forgive us our trespasses as we forgive those who trespass against us', to show us that you forgave us, we broke right down; and now if you really do forgive us we will apologize to Mr. Carleton when he comes back, and you may be sure you will never have any better scholars in this school."

That was the only case of discipline I had under Mr. Carleton, and it was my success in dealing with it that led him to recommend me as a disciplinarian. I suppose it must go on record as a somewhat unique illustration of the efficacy of prayer.

When accidents like these, and most of you can give similar instances, determine the success of a teacher, what a difference it makes whether his first experience is under a kindly, keen, sympathetic superintendent, or under a man whose only thought is to hold him to his work and judge him by the mistakes which in his immaturity he is sure to commit.

THE MODEL SUPERINTENDENT

There are superintendents, all of us know some of them, who are an inspiration to a young teacher, and are recognized from the first as friends; who are watchful and ready with the word of warning, but who give it so gently and in the midst of so much encouragement that it is wholly helpful.

Some of you must have been teachers under Col. Homer B. Sprague. When I was a junior in college I was asked to go up to Meriden to take charge of the high school of which he was principal while he went to the legislature to secure the re-establishment of the normal school. He drew $200 a month and paid me half of it, and all he did was to sit by my chair for an hour or two on three Monday mornings; yet he well earned his half of the salary. The little hints he gave me were needed, and they came in such a kindly way that they encouraged. I recollect he said to me one morning, "Are not those two girls over there rather noisy?"

I said, "Yes, but it is just physical exuberance. There is not a bit of mischief about them. They simply bubble over when they are near each other."

"Why don't you separate them?" he asked.

"Why," I said, "that would be like punishing them, and they do not deserve that."

He said, "Suppose you look over your school, study it a little this week, see what other instances there are where the fact that pupils are near each other is a disadvantage to both, and then next Monday reseat the whole school."

A simple thing that seems to you, but you must remember that it was my first term. I reseated the school the next Monday on some pretext, and the difference was marvellous. It was like Columbus's egg on end—easy enough after you know how; but I might have taught for a long while before I thought of it. It had not occurred to me that the pupils must not retain the seats in which I found them when I took the school.

Now it is little hints like that given in such a way that build up the teacher. Not the young woman alone. Many a young man out of college has his whole future determined for him by the kind of principal he teaches under the first term. He may go where everything is mechanical, and fall into the way of doing his work by the week so as to get his salary at the end of the month; or he may go where the spirit of the school is so earnest,

its working on lines so broad, that he feels that his work is a vocation worthy to call forth his highest efforts. This is the kind of school for thoroughbreds. When these possibilities are recognized it does not seem extravagant to say that our most important problem is fitting teachers to places.

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ADVERTISEMENTS

School Bulletin Teachers' Agency

Not one desirable place in fifty is filled now-a-days except directly or indirectly through the medium of a Teachers' Agency. Nearly all teachers holding responsible positions are themselves enrolled in some Agency and give their Agency immediate information of prospective changes. Hence an outside teacher has no chance to learn of vacancies. Before he hears of them they have been filled by candidates notified by the Agency. A progressive teacher could afford the annual fee for enrolment for the information alone. He might not care to use it, but it is worth two dollars a year to be sure he has missed no opportunities he would like to know of.

We happen to know as we write that a man now principal of a $1600 school will soon be appointed teacher in a normal school. We are pretty sure that a man now getting $1400 will have the $1600 place. If he gets it we have our eye on another man now getting $1100 who will be glad of the $1400 place: in every case because these men are especially fitted for these places and desirous of them. All this in January. Now next June some principal who saves his two dollars by not registering in an Agency will read in the morning newspaper that Principal So-and-so has been appointed to such a chair in such a normal school, and will pack his valise, take the train, and hurry off to Principal So-and-so's present place to apply for his position before anyone else gets there. It will surprise him to learn that the vacancy was provided for six months before. He has saved his two dollars registration fee, but he has lost his time, his car-fare, and whatever chance he stood of the place.

The Best Agencies, however, do not depend on information alone. By repeated successes, by fair dealing, and through the influence of the teachers they have placed, they have won the confidence of many school boards and employing principals. There are hundreds of schools that systematically engage all their teachers through an agency and will not consider applications from any other source.

One year we sent Principal Poland, now assistant superintendent in New York city, to the Jersey City high school at $2500: that left a vacancy at Ilion which we filled by sending Principal Winne, now of the Poughkeepsie high school, at $1600: that left a vacancy at Canastota which we filled by sending Principal Ottaway at $1200: that left a vacancy at Amsterdam Academy, and so on.

Did you ever see people stand in line at the post-office waiting for their mail? As each one is supplied he goes away, giving place to the next, and so there is a continual moving up; the man who keeps his place in the line will eventually get to the head. In no profession is there so frequent and so rapid moving-up as in teaching. To get to the top, do your work well where you are *and keep registered.* Presently you will be the man that fits and will be elected, and if you do fit when you get there the Agency will keep its eye on you for the next fit. Try it.

It is Important, however, not only to register, but to register in the Agency most likely to help you. Without reflection upon others it may be said with confidence that the School Bulletin Agency is safe and trustworthy. Aaron Gove, superintendent of schools in Denver, Colo., and late president of the National Teachers' Association, said in the *Colorado School Journal* for July, 1890:

"The *School Bulletin*, edited, owned, and conducted by C. W. Bardeen, at Syracuse, N. Y., is an old and reliable school journal. Its proprietor is a school man and understands his business..... He is also at the head of an educational bureau..... *As at present advised, we are suspicious of bureaus unless we know the man at the head.*"

"The man at the head" of the School Bulletin Agency makes personal selection of every teacher recommended. Send for circulars.

Positions for Women Teachers.

The advance in the salaries of superior women teachers has been of late years remarkable. Prof. Payne, of Vanderbilt University, wrote to us in 1890 for a primary teacher at $1,200, with no duties outside of simply teaching a primary class three hours a day. In 1894, we were asked to find a woman as college president at salary reaching to $10,000. The difficulty is not to find such places: it is to find the women who are sure to succeed in such places. Some of the places for women we have filled are as follows:

At $1,500.—Principal High School, Des Moines, *Ia.*

At $1,400.—Milwaukee Normal, *Wis.*

At $1,200.—Buffalo Normal, Syracuse, *N. Y.;* Scranton, *Pa.;* Birmingham, *Ala.;* Davenport, *Ia.;* Moorhead Normal, *Minn.;* Colorado Springs, *Colo.*

At $1,000,—Little Falls, Oneonta Normal, Saratoga Springs, Syracuse [3], Utica [2], *N. Y.;* Birmingham, *Ala.;* Cedar Falls [2], Marshalltown [2], State Agricultural College, *Ia.;* St. Joseph [2], *Mo.;* Grand Forks, *N. D.;* Ouray [2], *Colo.;* Helena, *Mont.;* Cheney Normal [2], *Wash.*

At $900.—Auburn, *N. Y.;* Plymouth Normal, *N. H.;* Florence, *Ala.;* Baton Rouge, *La.;* West Des Moines, *Ia.;* Winona Normal, *Minn.;* Emporia Normal, *Ks.;* Omaha, Peru Normal, *Neb.;* Grand Forks, Mayville, *N. D.;* Colorado Springs, Pueblo, *Colo.;* Napa, *Cal.*

At $800.—Auburn, Binghamton, Elmira, Garden City, Gouverneur, Kingston, Newburg [2], New Rochelle [2], Norwich, Potsdam Normal, Poughkeepsie, Syracuse [2], Waverly, *N. Y.;* Bennington, *Vt.;* New Haven [2], *Ct.;* Florence [3], *Ala.;* Campbell, *Texas;* Clinton [2], Decorah, Coates College, *Ia.;* Whitewater, *Wis.;* St. Cloud, St. Peter, *Minn.;* Grand Junction, Ouray, Pueblo [3], *Colo.*

At $700.—Amsterdam *Ac.,* Batavia [3], Catskill, Dunkirk [4], Ellenville, Elmira, Fort Plain, Hornellsville, Ithaca, Jamestown, Lyons, Oneonta Normal [4], Plattsburgh, Plattsburgh Normal, Port Jervis, Saratoga Springs, Watkins, Yonkers, *N. Y.;* Naugatuck, South Norwalk [2], *Ct.;* Bradford, Erie, Oil City, Shippensburg Normal, Waverly Youngstown, *Pa.;* Ishpenning, *Mich.;* Normal [2], *Ill.;* St. Cloud, St. Peter, *Minn.;* Lincoln [2], *Neb.;* Madison, Yankton, *S. D.;* Fort Collins, *Ks.;* Takoma, *Wash.*

At $600.—Besides more than 70 places in New York, Deering, *Me.;* Bennington, *Vt.;* Providence Normal, *R. I.;* Hartford, Norwalk, *Ct.;* East Orange [2], New Brunswick, *N. J.;* Erie, Warren, *Pa.;* Marietta [2], *Ga.;* Florence [5], *Ala.;* Owensboro, *Ky.;* Youngstown, *O.;* Adrian, *Mich.;* Jacksonville, *Ill.;* Marshalltown, *Ia.;* Fergus Falls, Menominee, St. Cloud, St. Peter, *Minn.;* Portage, *Wis.;* Lincoln [3], *Neb.;* Wessington Springs, Yankton [6], *S. D.;* Meeker, *Colo.;* Salt Lake City, *Utah;* etc., etc.

Who get these places? *Born teachers*, whether or not they are normal or college graduates. Our standard of estimate is, "First a true *woman*, then a *lady*, then as much more as we can get."

C. W. BARDEEN, Proprietor, Syracuse, N. Y.

New York Principalships.

Whether this Agency is trustworthy may be judged from the fact that it has filled the following New York principalships, with aggregate salaries exceeding $400,000.

Adams, Alexander [2], Amenia *Sem.*, Amsterdam *Ac.*, Andes [6], Andover, Apalachin [2], Apulia, Attica, Auburn, [2, $1,200 and $2,000], Ausable Forks.

Bainbridge, Baldwinsville [3], Batavia [Inst. for the Blind], Bayville, Belfast, Binghamton [3], Bouckville, Brasher Falls [2], Brookfield [3].

Cambridge [2], Camillus, Canajoharie, Canandaigua, [Union School, $1,700, Academy, $2,000], Canastota, Canisteo [2], Canoga [2], Cape Vincent, Carthage, Castile, Catskill [2], Cattaraugus [2], Cayuga, Champlain, Chatham, Chester, Chittenango [2], Churchville, Cicero, Cincinnatus *Ac.* [2], Clayville [2], Clarence, Collins Centre [5], Constableville, Cooper's Plains [2], Corinth, Corning [3], Cortland *Normal* [$2,800], Craigsville, Crown Point [2].

Dansville, De Ruyter, Dolgeville [3], Deposit [3] Dundee [4], Dunkirk.

East Bloomfield, East Randolph, East Springfield *Ac.* [5], East Syracuse, Elbridge, Elizabethtown, Ellenville, Elmira [4], Fabius, Fairfield *Sem.*, Fair Haven, Fairport, Farmingdale, Fayetteville [2], Fort Edward, Friendship *Ac.*

Geddes, Ghent, Gilbertville *Ac.* [2], Gloversville [3, $800, $1,300, $2,000], Good Ground, Granville [3], Great Neck, Greenville *Ac.*, Groton, Guilford.

Hamburg, Hammond [2], Hammondsport, Henrietta [2], Hermon, Heuvelton, Homer, Hudson, Ilion, Islip, Ives *Sem.* [2], Jamesville [2], Jasper [2], Jordan, Jordanville [4], Keeseville, Kenwood [3], Kingston [2, $2,500], Kyserike.

Lafayette [2], Lansingburgh, Lawrenceville *Ac.* [2], Le Roy, Little Falls [2], Little Neck, Liverpool [2], Locke, Lockport [2], Lodi, Lowville, Lysander [2].

Madison, Madrid, Malone, Manlius [2], Manlius Station [2], Mannsville, Marathon, Margaretville, Marion [2], Massena, Maryland, Matteawan, Mayville [2], McGrawville, Medina, Middletown [3], Mohawk [2], Mooers [3], Moravia, Morrisville, Munnsville.

Napanoch [2], Naples, Narrowsburg, Newark [2], New Berlin [2], New Paltz, Newport, Nichols, Northport [2], North Easton, Nunda, Ogdensburg, Olean, Onondaga Valley [2], Oriskany, Ovid [2], Owego, Oxford.

Painted Post [2], Palmer Falls, Palmyra, Parish, Patterson, Pawling, Penn Yan, Peterboro [4], Philmont, Phœnix, Pompey *Ac.* [5], Port Jervis [3], Port Henry, Port Leyden [2], Portville, Potsdam *Normal* [$2,800], Poughkeepsie [2], Pulaski [2].

Red Creek, Remsen [3], Rensselaerville *Ac.* [4], Richfield Springs [2], Richmond Hill, Richmondville, Rochester *Industrial School*, Rome [3].

Sagapanock, St. Johnsville [3], Salamanca [3], Salem, Sandy Creek [2], Saratoga Springs [8], Saugerties, Sauquoit *Ac.*, Savannah [2], Sherburne [2], Sherrill, Sidney, Silver Creek [2], Sinclairville, Smithville, Smyrna [2], Suspension Bridge, So. Glens Falls [2], So. New Berlin [2], Spencertown [2], Stamford, Syracuse [3].

Ticonderoga [2], Tioga Centre, Tonawanda [3], Trumansburg, Tuckahoe [2], Troy, Tully [2]. Unadilla, Union [2], Utica [2].

Walden, Walton, Walworth *Ac.*, Warrensburg [2], Warsaw, Warwick, Washingtonville [2], Wassaic [2], Waterford [2], Watertown [High], Webster, Weedsport, Wellsburg [3], Wellsville, West Cornwall [2], Westernville, West Hebron, West Leyden, West Troy [2], West Winfield, Westbury Station [2], Westfield, Westport, Whitehall, Whitestown, Whitney's Point [2], Williamstown, Williamsville, Wolcott [2], Wyoming [2].

C. W. BARDEEN, Proprietor, Syracuse, N. Y.

Positions obtained for Men.

Besides the New York Principalships elsewhere named, here are some other specimen positions obtained by men through this Agency.

At $1,000.—Headmaster, St. Paul's School, Garden City, *N. Y.*

At $3,500.—Sup't, Jersey City, *N. J.*

At $3,000.—Principals, State Normal, Providence, *R. I.;* Blairstown, *N. J.;* Superintendent, Lincoln, *Neb,*

At $2,700.—Assistant Superintendent, Cleveland. *O.*

At $2,500.—Prin. High School, Jersey City, Sup't, New Brunswick, *N. J.;* Sup't, Blind Asylum, Raleigh, *N. C.;* President, Normal Institute, Lincoln, *Neb.*

At $2,000.—Principals, State Normal, Peru, *Neb.;* High School, Leavenworth, *Ks.;* Assistants, Brooklyn Boys' High School [3]; Albany Normal: President, Coates College, *Ia.;* Principal, Preparatory Dep't, Univ. of *Colo.;* Lecturer, University Extension, Philadelphia, *Pa.*

At $1,800.—Mathematics, Newark, *N. J.;* Principals, Factoryville, *Pa.;* Davenport, *Ia.;* Pueblo, *Colo.;* Sciences, University of Deseret, *Utah.*

At $1,600.—Mathematics, Sciences, Oneonta Normal, *N. Y.*

At $1,500.—Sup'ts, Norwich Un., *Vt.;* Liberia, *Africa;* Yankton [2], *S. D.;* Principals, Erie Acad., *Pa.;* Lincoln, *Neb.;* Methods, Florence Normal, *Ala.;* Winona Normal, *Minn.;* Mathematics, Kalamazoo College, *Mich.;* Classics, St. Joseph [2], *Mo.;* University of Deseret, *Utah;* Sciences, Omaha, *Neb.;* Methods, Emporia Normal, *Ks.*

At $1,400.—Sciences, Cortland Normal; Classics, Mathematics, Potsdam Normal, *N. Y.;* Principal, Warren, *Pa.;* Music, Coates College, *Ia.;* Sup't, Hopkinsville, *Ky.;* Principal, Hiawatha, *Ks.;*

At $1,200.—Vice-principal, Salamanca, *N. Y.;* Principals, New Haven, *Vt.;* Canton, Oil City, *Pa.;* Brackett, *Texas;* Decorah, *Ia.;* Fort Lewis, *Colo.;* Assistants, Auburn, Garden City [2], *N. Y.;* Toledo [2], *O.;* State Normal, *La.;* Covington [4], *Ky.;* Faribault, *Minn.;* Peru Normal, Univ. of Neb., *Neb.;* Pueblo, *Colo.*

At $1,000.—Assistants, Oneonta Normal [4], Newburg [2], *N. Y.;* East Orange, *N. J.;* Shamokin, Mansfield Normal, *Pa.;* Fredericksburg, *Va.;* Lake Forest, *Ill.;* Des Moines, *Ia.;* Principals, Hawley, Oil City [2], *Pa.;* Talladega, *Ala.;* Straight University, *La.;* Somerset [2], *Ky.;* Highland Park Col., *Ia.;* Lincoln, *Neb.;* Ouray, Mecker, *Colo.*

At $900.—Principals, Rowayton, *Ct.;* Weehawken, *N. J.;* Tuscola, *Ill.;* Assistants, Brooklyn Polytechnic: Binghamton, *N. Y.;* Blairstown, *N. J.;* Des Moines, *Ia.;* Sweet Springs, *Mo.;* Spokane Falls University, *Wash.*

At $800.—Assistants, Auburn, Cook Academy [2], Dolgeville [2], Fairfield Seminary, Gouverneur, Malone, Polytechnic Institute, Brooklyn, Pulaski Academy, *N. Y.;* Northfield, *Vt.;* East Orange, Highlands, Patterson, Rutgers Grammar School, *N. J.;* Princeton, *Ind.;* Des Moines, *Ia.;* Menominee, *Wis.;* Canon City, *Colo.;* Principals, Highlands, *N. J.;* Youngsville, *Pa.;* Perry, *O.;* Apalachicola, *Fla.*

At $700.—Assistants, Aurora Academy [4], Canandaigua Acad. [6], Catskill [2], Clinton Liberal Institute, Cornwall Military Institute, Delaware Literary Institute, Elmira Free Acad., Lansingburgh Acad., Lowville Acad, [2], Malone, Penn Yan, St. John's Acad., Manlius, Mechanicsville Acad., Owego, Tonawanda, Utica, *N. Y.;* Burlington, Northfield, *Vt.;* New Providence, *N. J.;* Bradford, *Pa.;* Russelville, *Ala.;* Manchester [2], *Vt.;* Fortress Monroe [2], *Va.;* Searcy College, *Ark.;* Brackett, *Texas;* Sweet Springs, *Mo.;* Clinton [3], *Ia.;* Detroit, Michigamme, *Mich.;* Nebraska City, *Neb.;* Lyndon, *Wash.;* Principals, Fairfax, Poultney [2], *Vt.*

C. W. BARDEEN, Proprietor, Syracuse, N. Y.

The School Bulletin

AND NEW YORK STATE EDUCATIONAL JOURNAL,

Established 1874. 24 *pages,* 9 x 14. $1.00 *a year.*

The *School Bulletin* is one of the five oldest educational journals in America, and the only one of them that has been under the same ownership and management from the beginning. It was the only American School journal which received the gold medal at the Paris Exposition of 1889, and it received the highest award offered at the Chicago Exposition of 1893, the diploma pronouncing it "of the greatest interest and historical value to educators of all grades". It is not filled with "methods" and spoon-food for young teachers who want their ideas ready-made, but appeals to superintendents, principals, and all teachers who regard their work as a vocation, and who want to look upon it broadly and comprehensively.

In the feature of educational news it has never had a rival. Its chronicles of what has happened in New York schools since its establishment are unmatched in educational literature, and it has taken note of whatever has happened in other States that involved general principles.

Its Current Topics give a chronicle of what occured during the preceding month with forcible terseness, and in a perspective that bring the important events clearly to the front, adding maps wherever necessary. For the instruction of classes in this branch, now commonly recognized as essential, and for preparation of teachers' examinations, the Current Topics as here presented have been declared to be the best anywhere to be found. In New York they are of especial value in preparation for the Uniform Examinations, as the *Bulletin* is issued *every* month of the year (not for ten months only), at such a date that it will reach New York subscribers just before the Uniform Examination of the month, and thus present the news fresh and up to date.

It publishes each month all the Uniform Examination questions and answers of the preceding month, with all the illustrations in drawing and other subjects. It publishes all the questions given at the examinations for State Certificates; all the circulars and legal decisions issued by the Department of Public Instruction; and has indeed two Official Departments edited and conducted by members of the Department of Public Instruction and of the Regents, respectively.

It is therefore primarily an educational journal for New York teachers, and is meant to be a journal no New York teacher can afford to be without. But teachers in other States will find it of great service, both for the intrinsic value of its contents, and for the vivid picture it gives of educational progress in the Empire State.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Bardeen's Roderick Hume.

The Story of a New York Teacher. Pp. 319. Cloth, $1.25; manilla, 50 cts. This is one of the 22 best books for teachers recommended by Chancellor W. H. Payne in the *New England Journal of Education* for Nov., 1893. It is also one of the books described by W. M. Griswold in his "A Descriptive List of Novels and Tales dealing with American Country Life."

Roderick Hume took possession of me, and the book was finished in one sitting that lasted beyond the smallest hour. I have joined the crowd in your triumphal procession. The characters are as truly painted as any in Dickens, and the moral is something that cannot be dodged.—Professor *Edward North*, Hamilton College.

My confinement at home gave me an opportunity to read it carefully, which I have done with great delight. I can certify that it is true to life. I have had experience in country and village schools as well as in the schools of the cities. The picture is true for all of them. I know too well how self-interest, jealousy, prejudice, and the whole host of meaner motives are likely to prevail in the management of school affairs anywhere. That the people should know this and yet entrust the management of their schools to men who are most likely to be influenced by personal considerations is strange indeed.—My memory brings to mind an original for every portrait you have drawn.—*Andrew J. Rickoff*, former Sup't of Schools, Cleveland, O.

Teachers cannot fail to be greatly benefited by the reading of the book. Roderick's address to his pupils is a compendium of the best points in the highest kind of school management. Miss Duzenberrie's victory and Vic Blarston's closing remarks ought to teach lessons of warning to many teachers who are even the most in earnest about their work. Mary Lowe is a beautiful model of a teacher, and no one will be surprised that Roderick should make her his helpmate instead of his assistant. It is a capital story, and we recommend it strongly to every Canadian teacher. Each one should get a copy for himself, as he will wish to read it more than once. —Inspector *James L. Hughes*, in *Canadian School Journal*.

In the columns of *The Bulletin*, in 1878, appeared a serial story which attracted the attention of educators in all parts of the country. It was entitled *Roderick Hume*, and was professedly "the story of a New York teacher." It was written with the specific view of portraying certain phases of the modern graded school. The narrative was not designed as a satire, though a vein of humor ran through it all; nor was it to be taken as an autobiography, though the author's own experiences were more or less interwoven with it. The interest of the story increased from month to month, and widely extended the reputation of *The School Bulletin* and its editor. Letters received from all parts of the country revealed, in fact, a phenomenal interest in its outcome. * * * Subsequently it appeared in book form, and it has since held a unique place in American literature.—*The Schoolmaster in Comedy and Satire*, p. 453.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Bardeen's Common School Law.

The revision of 1896, entirely rewritten, not only brings this standard text-book up to date, but adds much new matter, including a chapter on Rules and Regulations and the relations of teachers to the trustees and the superintendent. It is based on the New York consolidated school law as amended to date, but it gives references by page to the latest editions of the laws of all the other States and Territories with more than 500 of the latest judicial decisions in this country and in Europe. For normal schools and training classes the book, of course, is indispensable; and since School Law is one of the subjects required in uniform examinations in New York of *all* grades, the book is indispensable to teachers here, as well as without rival for the teachers of other States.

The first thing a teacher wants to know about such a book is whether it can be depended upon. The highest authority in the country, the *Harvard Law Review*, speaks as follows in the number for December, 1896:

"This admirable book, first published in 1875 and for twenty years the only text-book on the subject for general use, has now for the first time been entirely rewritten. In its present form it is of general interest, and, it would seem, of practical necessity to the teacher. Part I, which has to do with school officers, is based almost entirely on New York law, but Part II, which relates particularly to the teacher, is a safe guide throughout the country both in school and in court. * * * The author cannot be too highly commended in that avoiding the common error of trying to draw hard and fast lines, he contents himself with illustrating by copious and apt quotation of legal decisions the various views possible on disputed points, and the application of such rules as admit of definite statement."

The following are other testimonials from standard legal authorities:

It seems to us that the work must be invaluable to trustees, as well as teachers, because innumerable questions concerning proper school rules, their enforcement, the line between proper and improper authority on the part of teachers, the subjects of punishment, expulsion, wages, and kindred topics, are gone into.—*New Jersey Law Journal*, Oct., 1896.

The book contains a very complete tabular analysis of its contents, as well as a list of references to Superintendents' Decisions in the State of New York, and to statutes of the various States. It will undoubtedly be useful to both lawyers and teachers.—*Am. Law Register and Review*, Oct., 1896.

This compact little book has been invaluable to the teacher, school officer and lawyer. Of the new edition it is sufficient to say that it will be even more useful than former editions.—*Lancaster Law Review*, Aug. 3, 1896.

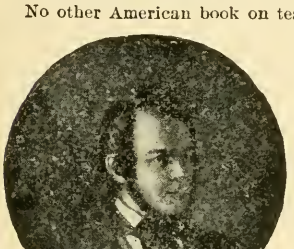
The decisions of the courts in different States are very fully noted and cited. The book will prove very useful to the lawyer, as well as a work of much importance to the school officer and teacher.—*American Lawyer*, Aug., 1896.

16mo, pp. 276. Cloth $1.00; Manilla 50 cts.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Page's Theory and Practice of Teaching.

No other American book on teaching has so much claim as this to be considered a classic. For nearly fifty years it has been regarded almost universally as the one book the young teacher would most profit by. A hundred thousand teachers have drawn help and inspiration from its pages.



It seems only just to the author of a work so successful that his book should be printed just as he wrote it. The day is past when commentators re-write Shakspere. They may annotate and explain and conjecture, but they take the text as they find it, and print their observations in another type. This book has been less fortunate. In different editions since Mr. Page's death chapters have been added, details have been changed, passages have been entirely rewritten.

This volume goes back to the book that Mr. Page published, and follows word for word the text of the only edition he ever authorized. Where the times have changed and we in them, references to present conditions are given in the notes that follow, which will be found of great value as illustrating how different in many respects is the environment of teaching now from what it was half a century ago, while yet the teacher's difficulties are largely the same, and his failure or his success depends upon the same fundamental principles. These notes are also in some part explanatory and historical, with portraits of Page, Mann, Colburn, Emerson, Potter, Wadsworth, and Olmsted. There are also a biography of Mr. Page and a full topical index for review.

In short this is so much the best edition issued, that even those who already have another edition can afford to throw that aside and use this alone.

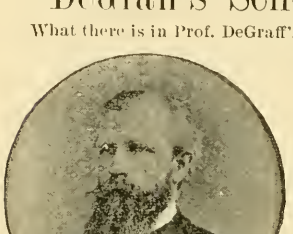
The following are among the commendations it has received :

"This work has so long been recognized as one of the great educational classics that comment here is unnecessary, except to say that Mr. Bardeen's latest edition is especially well printed and has a fine full-page portrait of its great author.—*Art Education.*"

"While it is one of the oldest books on teaching published in this country none of its successors surpass it in its high ideal of the teacher's life and work, which is held constantly in view. The true spirit of the teacher breathes in every line, and it is a continual source of guidance and inspiration to all who would realize the most fruitful results in this noble and responsible vocation. It should be the first book studied by every teacher, and should be his constant companion at all times."—*School Forum.*

C. W. BARDEEN, Publisher, Syracuse, N. Y.

DeGraff's School-Room Guide.



What there is in Prof. DeGraff's method of presentation that so reaches and holds the young teacher, it might be hard to say: but he has never had his equal as an institute instructor in the inspiration he gave; and superintendents everywhere agree that where other books are bought and put away, the "School-Room Guide" is bought and kept on the desk, for daily use. Some books are recommended because it is creditable to own them; this is recommended by those who know it *because it will help.* It is significant that this was one of the three books selected by the Examination Board of the State of New York as one of the three upon which all Uniform and State Examinations in Methods and School Economy should be based for the year 1895, *and that it was unanimously readopted for 1896.*

It is just what its name implies, a real *guide* to school-room work.—*Practical Teacher.*

We do not know of any other book that contains so much help for a young teacher, or an old one for that matter, as this.—*Wis. Journal of Education.*

The striking point in the work is the practical sense of it. Showy methods and visionary schemes get no toleration in these pages.—*The Independent.*

We cannot say too much in praise of this book. It contains just the very hints that the progressive teacher needs every day. We do not think that a teacher who loves his work and desires to excel can afford to do without DeGraff's Guide.—*N. C. Teacher.*

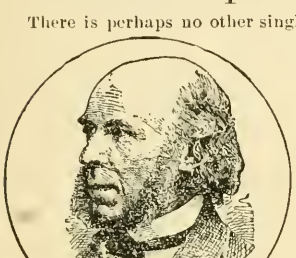
It is not a mere collection of rules and formulas to be followed implicitly and automatically by every teacher alike, but is rather a series of hints and suggestions well calculated to assist the teacher to think and desire new methods for himself or herself. It were well for our schools if this book were used by every teacher.—*Public Opinion.*

This volume is designed to be a *practical* one. It contains suggestions on every subject that comes usually within the work of the common school teacher. It discusses the various methods used in teaching the different subjects and presents what is thought to be the best. The plan used in treating any given subject is to give an introduction followed by several lessons, explicit directions as to what is to be done, cautions to be observed and results to be obtained. It is just such a manual as every teacher needs. —*Educational Journal of Va.*

Complete Index just added. 16mo, pp. 405. Manilla, 50 cts., Cloth, $1.50.

C. W. BARDEEN, Publisher, Syracuse, N. Y.

Herbert Spencer's Education.



There is perhaps no other single book that it is so indispensable for a teacher to know as this. Thus Quick says of it, in his "Educational Reformers":

"There are three Englishmen who have written so well that, as it seems, they will be read by English-speaking teachers of all time. These are Ascham, Locke, and Herbert Spencer. If a teacher does not know these he is not likely to know or care anything about the literature of education."

Joseph Payne says, in his "Lectures":

"I agree with Mr. Quick in considering it one of the most important works on education in the English language. I strongly recommend any of you to get it, and to read it with all possible attention."

Prof. S. G. Williams says, in his "History of Modern Education":

"But of all that has been written in English, during the present century, probably no pedagogic treatise has attracted more wide-spread attention, or has exerted more influence than Herbert Spencer's 'Education'. It is characterized by that clearness of exposition and felicity of illustration of which Mr. Spencer is so great a master and which never leaves one in doubt as to his opinions. Of all the pedagogic works of the century that have appeared in English, I am inclined to think that a brief examination of this will give us the fairest sample of the nature and direction of pedagogic thought."

Gilbert Compayré says, with discrimination:

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It is just here that this edition differs from all others. It gives the text as published, intact, with side-heads, and a Topical Analysis for Reviews. But it adds 29 pages of notes, giving, with references to the text by page, the chief criticisms of Compayré, Quick, Joseph Payne, William H. Payne, and S. S. Laurie, thus guarding the young teacher from being misled by statements often too positive and broad. There are also numerous biographical notes, often accompanied by portraits, and historical notes when required, thus making the book one of the best illustrations of the special plan and purpose of the Standard Teachers' Library.

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"*Persons desiring to purchase this book should bear in mind that the edition under notice is the authorized one, being brought out in this country by arrangement with the English publishers. This warning is necessary, as a firm of guerilla publishers, whose high notions of morality in education do not appear to find application in the field of business, are advertising a reprint which is both mutilated and pirated, though owing to the unfortunate condition of our copyright law they cannot be prosecuted.*"—*Prof. Nicholas Murray Butler, in Educational Review*, Jan., 1894.

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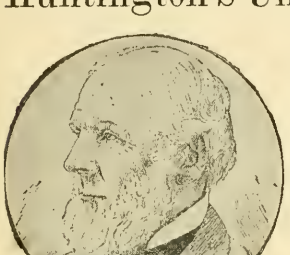

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Arnold	Goethe	Montaigne
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